

# THE DARTMOUTH BI-MONTHLY

A MAGAZINE FOR GRADUATES OF  
DARTMOUTH COLLEGE



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THE OLD DARTMOUTH HALL AND THE NEW



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EDITED BY ERNEST MARTIN HOPKINS

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**February, 1906**

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THE practical workings of the preceptorial system, introduced at Princeton University this year, are being watched with the greatest interest from many colleges. The question is asked, will the innovation give the results which its sponsors promise? The BI-MONTHLY elsewhere offers its readers an article on this subject by Mr. Gerould '99, which answers many of the queries frequently heard. Mr. Gerould speaks with an acquaintanceship with the Oxford system of tutors, through his two years of study at Oxford. In this connection there will be special interest in the article also published this month, from Mr. Brown '02, New Hampshire Rhodes Scholar at Oxford. The words of President Wilson, whose initiative has put the system into working form, are herewith given, taken from his recent report to the trustees:

A year ago, when I submitted my last report to you, I did not venture even to hope that I was so soon to be able to set about reforms which for more than twelve years past have seemed to me the only effectual means of making university instruction the helpful and efficient thing it should

be. I have now the great happiness of realizing that these reforms have already been effected with ease and enthusiasm, that Princeton is likely to be privileged to show how, even in a great university, the close and intimate contact of pupil and teacher may, even in the midst of the modern variety of studies, be restored and maintained. Our object in so largely recruiting our faculty has been to take our instruction as much as possible out of the formal class-rooms and get it into the lives of the undergraduates, depending less on lectures and written tests and more on personal conference and intimate counsel. Our preceptors, with a very few exceptions, devote themselves exclusively to private conference with the men under their charge, upon the reading they are expected to do in their several courses. The new appointments have not been made in the laboratory departments, where direct personal contact between teacher and pupil has long been a matter-of-course method of instruction, but in what may be called the "reading" departments. We are trying to get away from the idea, born of the old system of lectures and quizzes, that a course in any subject consists of a particular teacher's lectures or the conning of a particular text-book, and to act upon

the very different idea that a course is a subject of study to be got up by as thorough and extensive reading as possible outside the class-room; that the class-room is merely a place of test and review, and that lectures, no matter how authoritative the lecturer, are no more than a means of directing, broadening, illuminating, or supplementing the student's reading.

Accordingly, the function of the preceptor is that of guide, philosopher, and friend. In each department of study each undergraduate who chooses the department, or who is pursuing all the courses offered in it in his year, is assigned to a preceptor, to whom he reports and with whom he confers upon all of his reading in those courses. We try to limit the number of men assigned to one preceptor so that they may not be too numerous to receive individual attention. He meets them at frequent intervals, singly or in small groups, usually in his own private study or in some one of the smaller and quieter rooms of the university, and uses any method that seems to him most suitable to the individuals he is dealing with in endeavoring to give their work thoroughness and breadth; and the work they do with him is not of the character of mere preparation for examinations or mere drill in the rudiments of the subject, but is based upon books chosen as carefully as possible for the purpose of enabling them to cover their subjects intelligently.

And the gentlemen I have named are not the only preceptors. We are all preceptors. Under the new course of study the undergraduates choose not only a department with all of its courses, but also a few other electives which they follow without attempting all the courses of the departments to

which those electives belong. The lecturers who conduct the courses thus singly or separately chosen, themselves act as preceptors for these students, members of their classes but not of their departments, in respect of the reading that must be done in those subjects; and our new method is making its hold good upon all of us.

One way of stating the nature of the change is to say that now the reading of subjects is the real work of the university and not intermittent study for examinations: that the term work, as we have been accustomed to call it, stands out as the whole duty of the student; and the amount of work done by the undergraduates has increased amazingly. But this is a much too formal way of stating the change. It looks at its surface and not within it. It is not the amount of work done that pleases us so much as its character and the willingness and zest with which it is undertaken. The greater subjects of study pursued at a university, those which constitute the elements of a well-considered course of undergraduate training, are of course intrinsically interesting; but the trouble has been that the undergraduates did not find it out. They did tasks, they did not pursue interests. Our pleasure in observing the change that has come about by reason of our new methods of instruction comes from seeing the manifest increase of willingness and interest with which the undergraduates now pursue their studies. The new system has been in operation but a little more than two months, and yet it has affected the habits of the university almost as much as if it were an ancient institution. The undergraduates have welcomed it most cordially and have fallen in with it with singular ease and comprehension, and we feel that

both authority and opinion are working together towards a common end,—the rejuvenation of study.

The introduction of a method so unique in America, in a university such as Princeton, merits careful consideration at all our colleges and universities. Manifestly some defect in things as they are is seen, or some large gain over present conditions is expected. It is practically stated that the present system of instruction is considered inadequate, in that there is too little contact between teacher and student. This may be the fault of the instructors in some cases, and in others it may be due to the necessity of instructing divisions so large that the instruction must be given mechanically. The indictment, however, stands and is justified. There are few institutions, if any, where the multifarious calls for available funds do not result in the requirement being laid upon certain departments to handle too many students with too few instructors. Personal knowledge of men or their work under such conditions is not possible. If this is the only trouble, the remedy seems plain—an increase of funds sufficient to add largely to the instruction force and so to reduce the sizes of the recitation divisions.

The preceptorial system, however, marks a spirit of reaction in American education against the advance of German methods and the spirit of fetishism towards the Ph.D. degree which exists to some extent. Without disparaging the value of such a

degree when held by a live man of some sympathy, nevertheless the facts are that the degree has helped many men to secure teaching positions who have not the ability to teach, that hundreds of men who ought never to hold instructor's positions are seeking the degree for its propelling power to push them into college chairs, and that the effect upon men seeking the degree has been in many cases to make them largely interested in the acquisition of knowledge and very little in its dissemination. The Ph.D. degree undoubtedly signifies depth of learning, but knowledge may be very deep without having length or breadth, and such knowledge is of little use in a college instructor. A teacher, sensitive in his sympathies and keen in his interest in men, may be forgiven the lack of that final increment of knowledge which some deem so all-important. The lack of these neutralizes the advantages of great knowledge in a teacher. Here then is the advantage of the preceptorial system. It says distinctly to the preceptor that his first function is to keep in touch with the undergraduates as a guide and an adviser. If it is possible to possess a faculty with some sense of responsibility along these lines, or not possessing one, if it is possible for an institution to add new men of the desired type sufficient to give this impress to its work, it would seem that a certain duplicating of effort necessary in the preceptorial system could be avoided. If neither of these is possible, then the building up of a

new corps by the side of the faculty, but separate from it, is a remedy for present defects towards which all colleges and universities must soon turn.

While all Dartmouth men know of the high efficiency of the work of the Thayer School, not many know of its work in detail. The Thayer Society of Engineers, the alumni organization of the School, is so intimately connected with the work of the School, that a description of one naturally leads to the other. Graduates of the Thayer School of Civil Engineering have been employed at widely separated points. Only in recent years have many of them visited Hanover. In thirty years no call for a meeting was sent out. In smallness of number and wide separation may be found, perhaps, the explanation of the fact that, for so long a time, former students met only by accident. In June, 1902, a meeting was held in New York, at which were present twenty graduates of the Thayer School or the College, as well as President Tucker, General Abbot and Mr. Snow, representing the board of overseers, and Professors Fletcher and Mann of the board of instruction. Since 1902 there have been five formal gatherings, the last on January 16 of the present year. The Thayer Society of Engineers is the outgrowth of the first three meetings. In December, 1903, it adopted a constitution and elected officers. At that time there were forty-one members. There is now a membership of

about 150. The affairs of the society are entrusted to an executive committee of five, chosen annually. There is also an advisory board of seven. Members unable to attend the annual meeting vote by letter ballot. All meetings are held in the rooms of the Dartmouth Club, 12 West 44th Street, New York City. The object of the society "is to further the interests of the Thayer School of Civil Engineering: to promote social intercourse among its members, and to keep them informed as concerns the work and needs of said School." The Thayer Society publishes an annual containing about 100 pages; this is the joint production of Professor Fletcher and the secretary, and includes such matter as was contained in the annual sent out by the School in several years preceding the organization of the society. The annual gives the courses of study, lists of officers and students, and a variety of interesting information, under a dozen or more heads. It also contains all available notes relating to former students in the Thayer School and the Chandler Scientific Department, and considerable other matter relating to the School and the society. The secretary's duties have been discharged with such skill as to insure a rapidly increasing usefulness on the part of the society. He has sent out, in some years, as many as a thousand letters designed to elicit information concerning former students at Dartmouth. The number and character of the replies have been gratifying. The

membership of the society has increased steadily, many graduates whose homes are at a distance have been entertained in New York by members of the society, and the latter, with few exceptions, have become well acquainted with their fellows. The activity of the members has sufficed to make known to a large number the needs of the Thayer School and the invaluable work of the board of instruction. The number of graduates visiting the School in the course of a year has increased rapidly since the formation of the society, which now has the good fortune to be able to contribute considerable sums of money to the treasury of the School.

In looking over the "general list" (incomplete) in the back part of the last Thayer School Annual we find 113 or more names of alumni, from 1854 to 1894, who have been engaged in civil, mechanical, mining and electrical engineering and architecture. These are alumni of the Chandler Scientific School and College. They represent a vast aggregate of engineering activity for the most part with large and, in cases, with conspicuous success. Of these, 24 are members of the Thayer Society of Engineers. One of these is chief engineer of the Southern Pacific Railway, who has greatly improved the practice in railway curves; another has designed and constructed some of the largest mill-plants and water-power developments in the United States. The list also

includes one of the most prominent electrical engineers of the country; one of its leading architects, who has had charge of remodelling the old and designing the new buildings of the College; a distinguished sanitary engineer; the proprietor of the oldest bridge and structural works in New England (Boston Bridge Works); a former chief engineer of the Croton Water Works, New York; the noted former superintendent of the Washburn Machine Shops, Worcester Polytechnic Institute (28 years); and others equally worthy of mention.

The Annual also gives information concerning 188 living graduates and former students of the Thayer School scattered in 34 states and territories of the United States and in six other countries. Of these more than 50 are located within the 50 mile limit of New York. Of this list 89 are members of the Thayer Society. (With the 24 before mentioned, the total membership is 113). All but about eight per cent of the total are engaged in engineering or closely related pursuits.

It is noteworthy that, although the Thayer School of Civil Engineering is a little one among larger institutions of the land, its graduates are doing a fair share of the "big work" of the present day. The Nestor among them, for the past 18 years the bridge engineer of the Boston and Maine railway system, has more than 3300 bridges of all kinds under his charge, and has designed the new



bridges built under his administration, some of which are of notable size and importance. Dartmouth men can assure the public that the bridges of this system are carefully watched by an engineer noted as "safe" and conservative, and that no traveler on these lines need fear a bridge disaster.

One was chief assistant engineer on the Kentucky and Indiana bridge, a great series of cantilevers spanning the Ohio, and is now engineer in charge of design and reconstruction of the Poughkeepsie bridge across the Hudson river, noted for its height and length. One has executed large contracts in New York City, his latest being nearly two miles of the subway system, chiefly in rock, and this without serious accident. One has built up a large and successful business in contracting for bridges and framed structure, having extensive shops on the main line of one of the trunk lines of New England. One was resident engineer on Thebes bridge, the latest completed great cantilever, spanning the Mississippi river. One has been employed in the design and erection of some of the notable steel-frame buildings of New York, including the Stock Exchange, and has lately designed the tallest building yet projected, thirty-five stories and 530 feet high, above the pavement. One has conducted some of the important recent surveys on the isthmus of Panama, and now has general charge of all the work on the Chagres river above and including Gamboa. One served under the late George S. Morrison and

assisted in the design of some of the largest railroad bridges in the West, including the Cairo and Memphis bridges, and is now in charge of design of railroad bridges in the principal office of the American Bridge Company in New York. One has been closely associated with Chief Engineer Newell of the United States Geological Survey in the investigations for and location of the great reclamation and irrigation projects in 13 states and two territories, to cost about 30 million dollars, and is now supervising engineer in charge of investigations and construction in five northwestern states. One directed the construction of the great Harvard stadium so effectively as to accomplish the apparently impossible task of completing it in one working season; and has since done extensive designing in reinforced concrete. One was chief engineer in charge of construction of one of the great paper-mill plants of the world, in Maine. One is chief engineer and superintendent of the pioneer company in the manufacture of compressed paving blocks, and has executed large contracts in leading cities of the East. One designed the steel frame-work for two of the largest power houses in the world, that for the Manhattan elevated railway and that for the Interborough subway system of New York, and is now doing similar work for the Interborough Rapid Transit Company. Of the more recent graduates one is field engineer on the erection of the Quebec bridge, the greatest cantilever

and the longest span (1800 ft.) yet undertaken; two have had service in tunnel work by compressed air, one in the Hudson river tunnel and one in East river tunnel for the Pennsylvania Railroad Company; seven are in the United States Reclamation Service, engaged upon one or another of the great projects in the West; and one, of not quite two years standing, has been recently appointed district hydrographer in charge of all the gaging stations in North Dakota, Montana and part of Wyoming.

Six are doing important work as professors of civil engineering and heads of departments in educational institutions, and the majority of these are also engaged in engineering practice in the summer seasons. There is a good proportion of consulting engineers, chief engineers and managers of works, and others in responsible service in this profession, of which the great aim is "to direct the forces of nature for the use and convenience of man."

The new Dartmouth Hall has undertaken its mission. Nearly three hundred classes pass in and out of its doors each week. Calling to mind the old hall in its outward form and properly commemorating the spirit of the old College by its efficiency within, it stands a fit memorial to the Dartmouth Hall that the men of the College have known and loved. The responsibility of the heritage was assumed for the College of today and the College of the years to come by

President Tucker in these words, at the dedication:

We therefore, who are here assembled, do here and now call to mind the heroism of the Founder of the College and of those who in immediate succession to him in the same heroic work laid the foundations of the ancient structure which stood upon this site.

We do here and now accept the inheritance of truth, augmented from generation to generation by those who wrought within its walls, committing ourselves with a like honesty of purpose and reverence of spirit to their unfinished tasks.

And above all, we do here and now with one accord implore the blessing of Almighty God who, through His gracious providence, hath in due time restored to us our "former habitation" giving us "beauty for ashes, the oil of joy for mourning, and the garment of praise for the spirit of heaviness."

The College has welcomed two new men to its instruction force, at the beginning of the second semester:

Dr. George S. Graham, graduated from Dartmouth College in 1902, and from the Medical School in 1905. During his course he did special work in Pathology, and since graduating he has been pathological house officer at the Boston City Hospital. He comes to the Medical School as Instructor in Pathology.

Mr. Warren M. Persons takes up the work in Banking and Insurance in the Tuck School, and in Money and Banking, and Finance and Statistics in the College. He received the

Bachelor's degree at the University of Wisconsin in 1899. Since that time, he has been instructor in Mathematics at Wisconsin, and at the same time has pursued graduate work in the Department of Economics. The subject of his thesis, "The Distribution of Wealth and Wages in the United States," is said to be the most exhaustive study of that field that has been attempted. Mr. Persons has assisted Professor Commons in the investigation of labor conditions and labor unions in Chicago, and has acted as special agent for the Wisconsin Tax Commission in its investigation of the relation between the assessed and market values of real property.

The reunions of the different alumni associations this winter have been unusually pleasant occasions. Short accounts of these are published in this issue under the Alumni Notes. The activity of the alumni all along the line is worthy of notice. Monday, February 5, President Tucker received this telegram:

"Pittsburgh, Penn.

"Greetings from Alumni Association of Western Pennsylvania, organized Saturday night.

"A. V. Barker."

Meanwhile the Boston Association had had its enthusiastic gathering of 230 men of the College, and Chicago had broken its own excellent record by the assembling of 123 Dartmouth men—really the record number for any association, if distance is taken

into account. The reunions of the smaller associations are as significant, too, as these of the larger ones—a few men widely scattered, getting together without the attraction of numbers, influenced solely by College spirit.

The second annual Conference of the Secretaries, held at Hanover, February 16 and 17, furnished its own evidence of the alumni interest in the College. It brought together an even more representative body than was present last year. Of the classes from 1867 through 1905, only six were not represented, and three of the six representatives had intended to come and were prevented at the last moment. Delegates were present from the classes of 1853, 1856, and 1857, and the new Dartmouth Club of Western Pennsylvania was represented by its secretary.

It is not possible to picture the new Dartmouth Hall as it will finally appear, but it is interesting to compare the lines of the new and the old. Mr. W. H. Gardiner '76 presented those present at the Chicago Dinner with souvenirs of the occasion which showed such a comparison. The idea has been borrowed for the frontispiece herein.

The columns of the BI-MONTHLY are open for adequate discussion to any who take issue with views here expressed, whether in the editorial comment or in the general articles. Communications are invited,

## THE RHODES SCHOLARSHIPS

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*By Julius Arthur Brown '02, New Hampshire Rhodes Scholar at Oxford*

THE first generation of American Rhodes Scholars is now complete. Before Oxford welcomes any more, the pioneers will have returned to their native land prepared to show whether or not the ideals which they are supposed to stand for are only the chimerical dreams of a man, who, while he may have been a great world-wide thinker, was nevertheless only a dreamer, aiming at the impossible and carried away by the greatness of his conceptions into impracticable absurdities. Will the advantages of an Oxford education and the close association with the best that cultured England has to offer, have impressed themselves with sufficient strength and power upon a few at least of those who are representing the educated life of our American universities and colleges over here, to guarantee the success of the scheme? The answer to this question cannot be given now, nor even in a few years. The future only can tell and it is best to leave entirely alone any attempt at forecasts and prophecy.

On the other hand, without considering the questions of result, it is still interesting to ask whether, from the standpoint of the Americans over here, the experiment judged from present observation is really worth while. Are they simply wasting their time, enjoying to the full the pleasures of English undergraduate life and possibly becoming mere Anglicised pedants, absolutely worth-

less when they return to enter into the strife and bustle of ordinary American life, unfit by three years of comparative luxury and idleness, to take their share in the work that their country demands of them? Again we must wait for the decision of their countrymen on their return. Their own feelings in the matter would perhaps be viewed with suspicion or indifference, though there is no question what would be their answer to such an imputation. It may be worth while, however, to consider, even if with extreme brevity and possible superficiality, a few of the influences with which they are surrounded and which are undoubtedly affecting their thoughts and ideas, changing them in many respects and leaving an indelible impress upon their lives.

That they are being influenced, and greatly so, there can be no question. Indeed, if this element were not present, if they were utterly unchanged by their life over here, there could be no doubt what the answer to the query as to the success of the scheme would necessarily be. With such a result it would have been better for them to have staid at home, to have finished their education where it was begun and to have been content with their American degrees to go into the world and see what it has in store for them. But such a contention is certainly untenable. No man can enter intimately for three years into the life and activities of a university in

any part of the world and not come out with a certain stamp and impress which will influence him through his whole life. No, these seventy-five or a hundred Americans will be different when they return from what they would have been if they had spent these years at home. Whether for better or for worse it is not for them to judge. But certain of the influences may be well worth noting, though they are doubtless well known to many.

In the first place, and possibly to the minds of some the most important influence, there is the purely academic side of the university. Is the work which one gets here such as to warrant a violent breaking into one's American education in order to study at Oxford? If this were the only thing over here I should emphatically say, no. I do not wish to be misunderstood, as there are many things which I heartily admire, and certain features in which I think we could well copy the English system. But in general the work that one gets over here is not so superior to what we can get at home, as to justify in itself a man's coming over here to spend three years to acquire it. For post graduate work, to prevent one's getting into a groove, a different point of view is always valuable, but that can be obtained quite as well in any one of a dozen of our first class universities.

In making so sweeping a statement I do not in the least underrate the advantages of Oxford. I realize how strong they are here along certain lines. The courses leading up to the *Litterae Humaniores* schools or examinations, popularly known as Greats, undoubtedly afford the very finest training in Classics and Philosophy that it is possible to give. In

History, too, the results are apparently the very best, and the same is probably also true of the other schools. But while not at all capable of judging as an expert, yet I feel quite safe in repeating my statement that from the standpoint of scholarship it is not necessary to come to England to find the best. One thing I should like to say, however, and that is that the more I see of the tutorial system the more I am impressed with the value and benefit that it gives. The English system has no place at all for the classroom recitation. There are lectures both by the college fellows and university professors, which are attended with more or less regularity; but the actual teaching is done in the tutor's room, where the student brings his essay once or twice a week, reads it and discusses what he has written and what he has left out, until he acquires of necessity an insight into his subject that can be gained in no other way. The direct intercourse for an hour or more alone with a man who is the leader, often of world-wide fame, in his special department, is one of the most stimulating and helpful features of the Oxford educational system. Whether it would be possible or wise to introduce this in America, I am by no means competent to say. The experiment at Princeton must be watched with great interest by all. But at any rate this appears to be one of the most valuable influences from the educational side that is brought to bear on those who get their training over here.

I must say one word in regard to the chance for post-graduate study, for after all the majority of Rhodes scholars are already graduates from American colleges, and personally I should regret the day when younger men are sent over, and the question



often comes up whether the opportunities are sufficient for such men. There is no disguising the fact that up to very recently the whole system was devised from the point of view of the undergraduate. Everyone here was expected to go in for the schools or final examinations and work for his B.A. degree. He could take this either with or without honors, these being considered of much greater importance over here than with us. The class that a man takes in his final examination immediately stamps him with a certain standard, which the great uniformity in examinations enables one to gauge exactly and so get a fair estimate of his ability. Within the last few years, however, this exclusive attention to the needs of the undergraduate has been changed, and with the introduction of the law degree, B.C.L., and still more recently of the so-called research degrees, B.Litt. and B.Sc., the university is coming more and more to realize that there is another class of students who do not wish to be tied down to the regular courses, and who come with serious and more or less well defined work in mind, which they wish to accomplish and for whom provision must of necessity be made. The authorities have been very careful not to cheapen the value of these degrees, and more often than not err on the side of severity in the reluctance with which they grant them, but there is no question that they are coming more and more to realize the field that there is for this kind of work and the necessity of giving it every possible encouragement. It is quite certain that the professors themselves welcome gladly all who come to them with a serious purpose of acquiring something, and are ready to render them every assistance toward the at-

tainment of this object. I can say this from the very pleasantest personal experience.

But after all it is not here that the greatest benefit to the Rhodes scholars is going to arise, as it is not in scholarship alone, important as that is, that the essence of a college or university training really lies. We have often been told that unless we learn to become more efficient men, more useful citizens with a broader, saner outlook into our country's share in the affairs of the world, and a fixed purpose for the service of mankind, no amount of knowledge gained can prevent our college education being written down a failure. To Dartmouth men especially, from the inspiration continually before them, such ideas present nothing new.

It is just here that the full benefits and advantages of the system must make themselves felt. To a man who has had the opportunity of coming in close personal contact with the ideals and purposes of two systems so widely different in their applications and development, if he does not permit himself to be carried away by any mere superficial judgment, whether of condemnation or approval, the chance that is afforded him is unique. It is often only by contrast that the lessons and examples of his training are made sufficiently clear to be fully appreciated. In this way the true perspective of things is borne most vividly and convincingly to his mind. He learns to be critical and at the same time liberal and sympathetic. He is not blinded by an unreasoning sentiment to shortcomings and positive evils that have never before been vividly drawn to his attention, or if so, have been put aside as too unpleasant to be contemplated. On the other hand, sources of strength and greatness have

been accepted so as a matter of course that their significance has been entirely lost sight of. To take a concrete example, never is one more imbued with the value and necessity of the training of a democratic Dartmouth as when one is surrounded by the effects of an exclusive and aristocratic Oxford. On the other hand, never does one appreciate the greatness of the English nation as when one sees the way her sons carry themselves on the athletic field, and make up one's mind to do all that one can to introduce the same spirit and ideals into the life of America. That this is possible one cannot doubt for an instant, for at heart the two peoples are the same. Externals of custom and convention have at times made it easy to lose sight of this fact. Indeed for a long time at first it seemed almost impossible to get on terms of intimacy with one another. But this soon wore off, or at least became much less noticeable. The Americans came to realize that the reserve and coldness of the Englishman was in large measure due to shyness. Their own impetuosity and attempts at cordiality amused but did not entirely reassure him. It was not until they had lived together for some time that they came to understand each others peculiarities. Then it was that we came to appreciate the greatness and efficiency of the Englishman that have enabled him to accomplish so much for the good of the world. And he also has come to look upon the American a little less as an object of curiosity, to be carefully investigated and perhaps given the slight encouragement necessary to make him perform, so to speak, but nothing more. Here are the future leaders of England's thought and politics, and they are this much more truly than is usually

the case when one makes this commonplace generalization of university men. It surely cannot be for nothing that during their undergraduate days they have been associating with a body of representative American students. Misunderstandings must of necessity be less likely to arise when the peculiarities of each nation are so much better known to the other. But again we must heed our former warning and confine ourselves to present influences rather than to attempt to forecast the future, to avoid the danger of being accused of being ourselves nothing but dreamers.

One of the phases of Oxford life with which the Americans have naturally come in close contact, and which cannot be without direct influence, is the athletic life of the place. Everyone who sees anything of the Englishman on the athletic field must be struck with the marked difference in the spirit which animates him compared with what we are used to on our home grounds. In fact this has been so often subject for remark that people become rather tired of having their attention drawn to the difference. But to my mind there are few things more important, and running the risk of repeating what everyone knows very well, I wish just briefly to indicate some of the English lines which might with profit be considered by us.

First and foremost, one often sees the statement made, that the Englishman plays for the sport of the thing and not necessarily to win. Such a statement needs some qualification, for as it stands it is certainly no more true than is usually the case with such bold generalizations. In some of the varsity contests, with Cambridge for instance, when the undergraduate interest is very great, there can be no question but that the spirit

of going in to win is an important and necessary factor. In rowing, too, at the time of the intercollegiate races, the Torpids and the Eights, while the men go into them for the love of the sport, yet the severity of the training and the hard, uninterrupted work of practice, is not entirely gone through just for the pleasure that there is in it. With such qualifications, however, it may very well be said, that in his games, the Englishman is not animated by the same intense feeling of rivalry, which will make work of his fun, and sacrifice everything for the sake of gaining the upper hand. Several things make for this admirable spirit. In the first place, the number of colleges that make up the university afford plenty of opportunity for contests of all kinds. Take for example the activities of the fall or Michaelmas term. Each of the twenty-three colleges has at least one Rugger team, and many of the larger ones support two. The same is true of Soccer and hockey. Each of these teams plays twice or three times a week, there being hardly ever anything that corresponds to practice, and all that a beginner learns must be picked up by experience in the actual contests. This of course cannot lead to a very highly developed or scientific play, or afford any interest to critical spectators. But with so many people playing something there are very few left to watch. Of anything like organized and systematic coaching there is nothing at all. For the varsity contests and for rowing this is not quite true, but a coach never receives anything for his services. Rowing is also carried on with the purpose of giving everyone a chance. At the beginning of the academic year there are probably between five and six hundred men on

the river being taught the elements of watermanship by members of the previous year's crews. After Christmas these have been pretty well weeded out, it is true, but in the spring races at the end of February there are usually about thirty eights taking part in the characteristic bumping races which the narrowness of the river demands.

There are still men, however, who do not share in any of these activities, but this does not mean that their afternoons are not engaged in out of door sport. Cross country running, the track, lacrosse, all demand the attention of a large number, so that no man who is not physically unfit, can say that there is not some game or sport in which he can take an active share. With so many contests the significance and importance of any one is exceedingly small and the whole system of athletics takes the proper place in the life of the university, and unquestionably has a permanent effect upon the men that are turned out. This is obviously much better than if the interest of the majority had been simply that of spectators.

There are many other influences, but I will only mention one more, and that is the real interest in politics which is very great in a large number of men. There are many things that one might be tempted to criticize after having seen the excitement and stir of the General Election through which the country has been passing. But on the other hand, the intelligent interest that has been taken by the vast majority of undergraduates, many of whom have been working extremely hard, canvassing and otherwise assisting their respective parties in all parts of the country, shows an appreciation of the share which an Englishman

feels that it is his duty and privilege to take in the government of his country. I do not for a moment mean to imply that we at home do not take any interest in national affairs. Such a statement would of course be absurd. But if we can come to a still greater appreciation of our responsibilities, if the educated American would take greater care to see that he is adequately represented and not be dominated by a spirit of letting well enough alone, waiting until conditions become practically unbearable, before showing an active interest in the affairs of the community, it would, to say the least, not be any the worse for the strength of the nation.

Have I seemed to be too ready to see the good in others and to imply criticism of our own conditions? If so, it is well to bear in mind what a well known man said in discussing the Rhodes scholarships. Some one expressed the fear that the effect of three years of Oxford training would unfit us for the life that our country demanded of us. "Don't be alarmed," was the reply, "if we can take care of a million aliens coming into our country every year, we ought to be able to manage a few scores of anglicized Americans." The truth

of this allegation we will leave to others to judge. For the present I am willing to run the risk of the charge, for which I might easily lend further color, as I have only hinted at a very few of the admirable qualities which a closer intercourse compels one to appreciate more and more, and which make one understand in some measure from what a great people we are sprung. On the other hand, if I were writing this for Englishmen, there are many elements of strength and greatness in our own country which I would touch upon; things the appreciation of which seems to have been all the more enhanced from the fact that we are for a few years looking at them from the outside. To our own minds these elements can never grow dim, or be superseded, but will always make us proud of the country whose name we bear and for whose life and prosperity it will always be our duty to strive. But always appreciating her greatness we should never be blind to her faults, and if we can return filled with a discontent of many conditions at home and ready and eager to do all that we can to remedy such conditions, I venture to think that these three years will not have been wasted for any of us.

## THE ADMINISTRATION OF THE MODERN COLLEGE\*

THE colleges of this country date from that small group which preceded the Revolution—Harvard, William and Mary, Yale, Princeton, Pennsylvania, Columbia, Brown, Rutgers, and Dartmouth,—each one coming into existence under the hard conditions of colonial life, to the group born in a day at the close of the last century and endowed with its wealth, of which Chicago and Leland Stanford are conspicuous examples. But whatever the date of their founding all existing colleges are modern in a common sense. The modernizing process has brought the whole college fraternity into substantial unity of purpose and method and especially of administration, the point of emphasis in this paper. This process does not reach back of the Civil War, and in most cases it has shown its results most clearly within the past decade.

I will state briefly the conditions which have necessitated the present attention to administrative work within our colleges. First, the vast increase in the subject matter of the higher education. One of the earlier contracts for instruction in Dartmouth College ran as follows. It bears date of November 9, 1777.

"An agreement between the Reverend Doctor Eleazar Wheelock, president of Dartmouth College, and Mr. John Smith, late tutor of the same, with respect to said Mr. Smith's settlement and salary in capacity of professor of the languages in Dartmouth College.

"Mr. Smith agrees to settle as Professor of English, Latin, Greek,

Hebrew, Chaldee, etc., in Dartmouth College, to teach which, and as many of these and other such languages as he shall understand, as the Trustees shall judge necessary and practicable for one man, and also to read lectures on them, as often as the president, tutors, etc., with himself, shall judge profitable for the Seminary. He also agrees, while he can do it consistently, with his office as a Professor, annually to serve as tutor to a class of students in the College. In consideration of which, Dr. Wheelock agrees to give him (the said Mr. Smith) one hundred L. My. annually, as a salary to be paid one half in money and the other half in money or in necessary articles for a family."

We might set this extract aside as a quaint bit of the later mediævalism, were it not that Senator Hoar, in his "Reminiscences of Life at Harvard," says explicitly: "I do not think that Harvard College had changed very much when I entered it on my sixteenth birthday in the year 1842, in manners, character of students or teachers, or *the course of instruction*, for nearly a century. There were some elementary lectures and recitations in astronomy and mechanics, accompanied by a few experiments. But the students had no opportunity for laboratory work. There was a delightful course of instruction from Dr. Walker in ethics and metaphysics. There was also some instruction in modern languages—German, French, and Italian—all of very slight value. But the substance of the instruction consisted in learning to translate rather easy Latin and Greek, writing

\*The above address was given by President Tucker as one in a course of informal addresses on topics connected with the executive management of corporate bodies, before the Wonolancet Club of Concord, N. H., December 7, 1905.



Latin, and courses in Algebra and Geometry, not very far advanced."

It was not, we must remind ourselves, till the first of October, 1859, that Mr. Darwin sent out his abstract, as he termed it, on the "Origin of Species," accompanying the volume with the modest prophecy, "that when the views entertained in this volume, or analogous views, are generally admitted we can dimly foresee that there will be a considerable revolution in natural history."

From the philosophical point of view, account had to be made at once of the revolutionary character of modern thought, but from the administrative point of view account had to be taken of its marvelous expansion. Within our generation the subject matter of the college discipline has trebled in volume, through the incoming of the sciences with the scientific method, and through the incoming of the new "humanities" based upon history with its application to economics, politics, and sociology, and upon the modern languages and literatures. This trebled volume of knowledge has been made workable through the principle of electives, a matter very largely of administration. More study is called for today in the construction of a curriculum in our schools and colleges than in any one department of investigation or instruction.

A second condition grows out of the equally large increase in the numbers entering upon the higher education. The second condition is related to the first but it is not altogether a result of it. A part of the increase is due to social causes. If you will go back to the catalogue of a generation ago, of any one of the earlier group of colleges with which you may be familiar, you will see that the number of

undergraduates has probably trebled. The contrast is much more striking if you turn to the greater of the state universities. I will give the statistics of four for illustration, shortening the period of comparison to twenty years.

|                          | 1885 | 1904 |
|--------------------------|------|------|
| University of Michigan   | 524  | 2900 |
| University of Wisconsin  | 313  | 2810 |
| University of Minnesota  | 54   | 3700 |
| University of California | 197  | 3057 |

In 1875 the total number of students, men and women, in all the colleges and universities of the country was 26,353. The number in attendance last year was 85,581. It should be said in passing that the chief instrumentality in bringing about the increase has been the high school, which has made the higher education accessible to the masses.

A third condition consequent upon those already mentioned is the development of the college plant. The physical setting of the old time college was very simple, sometimes impressive, often picturesque, but always simple. Frequently a decade or more would pass without a new building. The nature of the work did not call for physical enlargement. Growth was altogether intensive. Whatever may be the sentiment of anyone toward the older college, none of us can fail to see that if it was to take an influential place in the modern world its growth must be extensive. Otherwise the college would remain, as someone has said, "a persistent anachronism." The modern world is organized in a large way. It demands what President Lord used to call "scope." It does its business by first securing the requisite facilities. Results must be gained by the best methods, else there will be loss. Change of method is in large part the explanation of the modern world.

We live differently, we work differently, we think differently. As Mr. Balfour has recently reminded us, we are obliged to do our thinking "in a new mental framework."

The modern college plant is an outcome of the change of method in education, and of certain changes in social life. The laboratory is not another college building, but a new and typical building. A college dormitory is no longer so many rooms. A house without steam, or electricity, or a bathroom, is a house, but you do not build houses that way to put upon the market. A college plant may consist of more than educational facilities. It may be obliged to create certain public utilities to insure proper sanitation, or general conveniences. The college of the country not infrequently owns in part or wholly its water supply, its heating and electric plant, its system of sewage, and very likely may be obliged to own and maintain an inn for the special benefit of the alumni and guests of the college. I will refer later to the financial bearings of the college plant. For the moment, I speak of it as a very great factor in college administration.

A fourth condition affecting incidentally the administration of the modern college is the incorporation of the alumni through their authorized representatives into the governing board. Alumni representation is in some form characteristic of every college which is self governed, and it is beginning to find a place in institutions governed by the state. Representation on the governing board changes the relation of the alumni from that of sentiment to that of responsibility. It virtually unifies the whole body academic. In the old

walled cities there are places known as so and so "within and without." Every college today has its "within and without," but they are one. And in their oneness very much of the new power of a college lies. The responsible coöperation of the alumni creates certain mutual obligations which ought to be recognized and acknowledged in the whole sphere of administration.

These are some of the conditions which have given a prominence to administration in academic life far beyond any former recognition of its necessity or value. I am asked to show what the administration of the modern college means, in what it consists, toward what ends it is set. In answering this question I shall have very little to say about college administrators, not out of modesty, but because they cannot be described as a class. College presidents belong to the order of Melchisedec, that is, they are without parentage. No one knows where the next president of any college is to come from. He may or may not be a member of the board of trustees, or of the faculty. He may or may not be a graduate of the college. He may be a minister, or a layman, and if a layman a man from some one of the professions, or a man of affairs. The assumption is that he will be familiar with some phase of the higher education, but this presumption does not have the force of a requirement. There is nothing to say about college presidents in the abstract. No two men are set to the same task. "Every man must bear his own burden." One of the most efficient of the younger college presidents in the West, went to Mark Hopkins for advice; on his first election to office. "Not a word of advice

will I give you," said the wise old counsellor, "you will do better to find out things for yourself."

But the administration of a college is something very definite and tangible, very real in its objects, and reasonably well defined in its methods. In answering then the first question which naturally arises in your minds — what is the chief concern in college administration?—I say, without a moment's hesitation, the student.

Colleges and universities are great human institutions. Colleges are for men not men for colleges. It is only by keeping this fact constantly and sensitively in mind that we can keep our institutions of learning from institutionalism. This concern of college administration for some fit outcome in the individual student expresses itself in various forms. Speaking broadly, very broadly, the German university has in mind the scholar, the English college the gentleman, the American college and university the citizen. This generalization if pressed too far becomes untrue. But it is sufficiently evident to indicate the task before *our* colleges and universities, namely to educate a democracy. It would be a far more congenial task to most of those upon our faculties to educate the scholar after the German fashion, it would be a far easier task to determine the social standards of a college through those rigid inquiries which guard the entrance to academic life at Oxford and Cambridge, but it would not be our task. Our task is more difficult because of its breadth. We are set to the task of taking the average product of a democracy, of qualifying as much of it as possible for independent scholarship, of moulding as much of it as possible into the habit of the gentleman, and of fitting it by all the

means and incentives at command for the high estate of influential citizenship. Whatever is done toward these, or any other ends, must be done in consistency with personal freedom. Personal freedom is the keynote of college life. Paternalism will destroy the moral power of any college. Where it saves one it weakens and demoralizes the whole body. Personality is always a timely and inspiring force. But this must somehow be incorporated into the spirit of the college itself. It must never be a separate thing. A college is a world of incentives and tests, with corresponding temptations. Not all can live to best advantage in this world. The process of elimination is constantly going on. It is a part of the business of administration to supply incentives, mental and moral, to create a healthful and bracing atmosphere, but equally to maintain standards. Nothing is so costly in college administration as any lowering of its standards in the assumed interest of those who cannot or will not accept them.

There is one feature of college administration in its relation to student life which is apt to be overlooked, namely, the necessity for taking account of leisure as well as of work. It is the recognition of this fact which has let in or brought in organized athletics to the modern college. Athletics has proved to be the best employment of the leisure of a college which has been devised. It has displaced a very considerable amount of mere idleness and of gross dissipation. I lay more stress upon its mental than upon its physical effect. Physically, organized athletics affect the few, mentally they affect the whole body of students. I am well aware of the charge of mental preoccupation. The charge is true, but on the whole I would rather take

my chance, were I an instructor, with the student who comes into the classroom from talk about the game, than with one whose leisure would be pretty sure to be occupied with more frivolous or more demoralizing talk. I heard it said a day or two since that "athletics had cleansed and dulled the mind of a college." I think that athletics has done far more "to cleanse" than "to dull." The cleansing of mind is evident. If the mind of a college is dull in its appetite for knowledge, by comparison with the reported zest of earlier times, I think that there are nearer and more evident reasons for this dullness than are to be found in athletics. In this general view, I am sustained by the practically unanimous opinion of the older members of the faculty at Dartmouth, who are able to compare earlier with later periods of college activities.

Having had this much to say about athletics in general, I cannot fairly pass over the immediate question in college athletics now before the public mind. I have always taken a certain pride in football as the most distinctively academic among our national games. I have noted the fact that it has not been taken up as a sport by the rougher elements in our cities. The reasons for this surprising fact seem to me to lie in the game itself. It is so strenuous, it requires so clean a physical condition, it demands so much mental tension, and so much willingness to sacrifice individual choice to the good of the team, that it would be almost impossible to find men able and willing to play the game outside our colleges. I should not want to see a game with these strong and really noble features ruled out in favor of weaker and less invigorating games. The two serious charges against the game are dishonesty and

brutality — dishonesty in making up the team, brutality in the playing of the game. There has been a very great gain at both these points through the continuous efforts of the better athletic committees in our colleges, but if more definite and more general action is required I should advise the interference of the college authorities at each of these points. Let there be an intercollegiate committee appointed by the faculties which shall pass upon all personal questions of eligibility as a board of examiners would pass upon candidates for admission to college, and further let the umpires of the games be entirely in the employ of the college authorities with arbitrary power to control the game, affixing and using such penalties as may guarantee its character. A certain element of danger, of course, remains, as in any sport, and in many kinds of work, but the danger diminishes with attention to the physical condition of the men, and with the skill of the team. Football is not a small boy's game, neither as it seems to me, for other reasons, is it a game which fits into the life of our professional schools.

Next to that concern in the administration of a college which centers in the student I should say that the most direct and constant interest was to facilitate the work of instruction. It is the direct function of the administration of a college to make it possible for every member of a faculty to do his work to the best advantage within the limitations of mutual service, and within the restrictions of the ordinary financial stringency.

The first step in facilitating the work of instruction is taken by relieving the faculty as a whole of the details of executive work. The result is effected in two ways, by putting the

routine of the internal life of the college in charge of one person, and by delegating as much of remaining details as possible to standing committees. The dean of a modern college controls the daily movement of its life. He sets the time of day. Personally he is concerned with the immediate relation of the college to the students, but his offices are business offices where all the routine of administration goes on. Every day's work is put on record. The standing of any student can be seen at a glance by those entitled to know. The office is a clearing house for the departments.

Committee work is irksome or enjoyable according to the taste of the individual instructor. Faculties as a whole, and individual members, vary in their desire or reluctance to relinquish the control of details, especially those details which are most intimately connected with students. The most obstructive detail is discipline; but as college discipline is now almost entirely connected with deficiencies and failures in scholarship it remains of course a matter of interest to instructors. The tendency, however, is to delegate discipline, of all kinds, to some fit committee. Virtually the authority of the faculty is exercised and declared through delegated power, leaving the faculty as a body comparatively free for the discussion of educational topics. This statement should be qualified by the fact that there has come in a very great increase of executive work in connection with the departments. Each department must be organized according to its own needs. With the growth of a college there must be a large increase in "directive power." Careful organization is the chief

means of saving waste and facilitating work.

Beyond this the work of instruction is dependent for its efficiency upon the general resources of the college, upon the special equipment of a department, and upon the amount of assistance, particularly the last. The constant and perplexing question of administration is how to keep the right proportion between instructors and students. There is no unit of measurement here. Everything depends upon the nature of the work, and the intellectual ability of the student. There is no such thing as an average student upon whom you can base a calculation. Students are of all grades intellectually. The poorest students require the most instruction, that is, there must be smaller divisions if they are grouped; and the best students of most advanced work deserve most attention at the hands of an instructor, that is, there must be smaller divisions again if they are grouped. It may be the greatest educational economy to give a disproportionate part of the time of the best instructor in a department to directing the study of five men.

And in the distribution of the time of an instructor regard must be had to his own intellectual advancement. I am not speaking now of the research work of a university nor of the technical work of a professional school. Every college professor should have time and opportunity for research, investigation, original work of some kind. This again is a part of the economy of a college. Perhaps the nearest approach to a fit opportunity for personal advancement lies in the Sabbatical year now granted in all of the better colleges.

A new and rapidly growing depart-



ment of administration lies in the relation of a college to its constituency, the alumni, the parents and friends of students, the state, and the public at large so far as its interests extend. Every college has also its intercollegiate relations. It is a part of a vast educational system. Of course it is the office of one who may be the head of a college to represent it on public occasions, to declare its policy, and to adjust its formal relations to other educational bodies. The direct connection of parents with the college is through the dean's office. But between these there lies a wide reach of administrative work now covered by a new officer, namely, the secretary of the college, whose business it is to present the college in proper ways to its constituency, through correspondence, through publications, and as occasion may offer through personal intercourse with those who are concerned with the affairs of the college. At Dartmouth the secretary of the college is the general secretary of the secretaries of classes and of alumni organizations. This department, as I have said, is recent even in the colleges where it has been formed; but it illustrates the growth of purely administrative work.

I pass through this department of administration to that which is represented by the governing board, namely, the financial management of a college. The universities of Germany are under the financial control of the state. The English colleges are managed much more completely from within. The American college or university is under the control of the state, or of a corporate body usually self-perpetuating, except as modified by alumni representation. I refer in what follows to the financial management of endowed colleges under the control of

boards of trust. These boards vary in size. The original idea seems to have been that of large representation. The modern idea is efficiency. It may safely be assumed that the efficiency of a board is in inverse ratio to its size.

As you may at once infer the colleges of the country were quite unprepared financially for the new burdens which were to fall upon them through the increase in the number of students and through the increased cost of education, due to change of method and to the augmented volume of subject matter. Furthermore it was manifestly impossible to increase endowments to keep pace with the new demands, especially in view of declining rates of interest. The saving idea which came in was the development of the college plant, through which the college might increase its own earning power. This development of the college plant as a means of financial aid marks the advance in the financial treatment of the modern college. Money apparently sunk in buildings and equipment reappears in greatly enlarged income through tuition. In the larger colleges the receipts from tuition are now equal to or greater than the income from invested funds. In many cases the earning power of an institution has increased fivefold within a generation, or even within a decade.

It is also true that as the necessities of colleges and universities became apparent, and much more as their capacity became apparent, they became the recipients of large gifts. The period just passed has been a period of endowment, as well as of increased earning power. The question naturally arises, will the wealth of the nation be permanently interested in education, or more exactly, in

existing educational institutions. The answer seems to me very doubtful. The interests of wealth are changeable, especially those of men of sudden and vast wealth. There are indications that the interests of wealth are either centering in great educational trusts, or are passing over to other and newer objects of benefaction, perhaps in the region of the arts. Account must also be made of the growing desire of men of wealth to found families. Great enterprises also require great reserves of capital. In any event I believe that the financial future of a college does not lie in some lucky access to money at large, but in its steady access to permanently interested money. Soon or late every college must fall back for its support upon those who belong to it by inheritance, or association, or indebtedness. Nothing has been more suggestive at this point, or more inspiring than the quiet but prompt response of the alumni of Harvard to the recent call for a fund of two and a half millions. This, I say, is suggestive of the future sources of financial aid to our colleges. The permanent source of supply is interested money. It is this interest which has made the appropriation of the State of New Hampshire to Dartmouth College for the past years, the income of half a million, of so much value to the College. The heart of the State has gone with it. It is this interest which made the gift of Edward Tuck of three quarters of a million of such value to the College. His heart was in it. It is through this avenue of possible interest that Dartmouth or any college has the right to approach any man of means whom it would like to identify with itself. I believe that a college has no right to ask any man for his money when it simply wants his

money but does not want him. That sort of business is not fair play. An invitation to give ought to be also an invitation to come. The roll of the benefactors of a college should be such as to be accounted as much an integral part of its life as the roll of its graduates.

As the trustees of a college turn from the sources of financial supply to the needs of the college, there are two constant and pressing needs which differ from others. There is always the demand for something of better quality or of larger amount. It is a trite but honorable saying that it is the business of a college to be poor. When it has no wants which outrun its income, it is a serious question about its inner life. But the needs to which I now refer come with a personal pressure. The first has to do with the pay of competent instructors. I suppose that we shall never reach the ideal state in the support of college professors set forth in the theory on which a call is extended to a minister in the Presbyterian Church. According to the book of discipline the call must read as follows,—“And that you may be free from worldly cares and avocations we hereby promise and oblige to pay to you the sum of ——— during the time of your being and continuing the regular pastor of this church.” It would take a good deal of money to set most of us free from “worldly cares and avocations.”

The question of salary has to do with market values and yet is distinct from them. On the one hand the man who gives himself to the calling of a college teacher gives himself to a calling for which he has to make costly preparation, a calling which makes large social demands upon him, and a calling which stimulates his tastes,

but which continually mocks him with its financial returns. On the other hand the college which invests in him to the extent of a life investment takes the risk of deterioration in personal enthusiasm or in some other form of personal efficiency. The position has for the average man the advantage and the disadvantage of the lack of competitive valuation. The exceptional man of market values always fares well enough anywhere. It would be a poor relief to the average professor in an American college to subject him to the competitive tests of the German professor, or to open to him the uncertain opportunity of the English don. We pay the price of dignity, permanency, and equality in low salaries. But the demand is no less real and urgent for an advance of salaries on some grade of instruction in every college. On the whole more money is earned by the faculty of a college than is received. This holds true when all considerations of a social and spiritual sort are taken at their full valuation.

The other demand of this human kind comes from students to whom the cost of a college education is well nigh prohibitive. It is not well to make the way through college too easy. A college education is worth a great deal of struggle and sacrifice. But in our endowed colleges we ought to have means to relieve, without loss

to the college, all proper appeals for aid through scholarships. Whenever a deficit occurs in our colleges it is due in good part to the draft upon its funds in aid of men in the honorable struggle for an education. A college is a business corporation, but it has a soul. If administered ruthlessly or unfeelingly it violates the charter of its rights.

I have been asked to give in this paper a descriptive view of the administration of the modern college, to show the nature of the change from the old to the new. In attempting this object I have reached the limit of my paper. I simply refer in closing to a question which has recently been mooted—whether or not a change in the method of administering our colleges and universities, like that of turning over their management to the faculty, would be to their advantage. We can all see disadvantages in the present divided methods of administration. But I doubt if it will ever be possible to change college administration at the root. The root is in the soil in which it grew. The American college, though the latest educational variety, is not necessarily the best. Its value lies in its adaptation to its work. It will probably do its best work under methods of administration which have proved themselves more effective in practice than promising in theory.

## PRECEPTORIAL INSTRUCTION AT PRINCETON

*By Gordon Hall Gerould, '99, Preceptor at Princeton University*

THOUGH our older American colleges were modelled at their foundation on the colleges of Oxford and Cambridge, they have in these latter years moved very far from the English universities in the matter of undergraduate instruction. This has been due partly to necessary adaptation to changed conditions, partly to Continental influences, and in a measure to a somewhat purposeless drift in educational matters. All of us have glibly subscribed to the dictum that Mark Hopkins and a log are the essential factors in the ideal college, but only here and there has a voice proclaimed that we were getting as far as possible from that ideal. Meanwhile, granting that Mark Hopkins were legion in these days, we should have him pretty well separated from the student at the other end of the log by walls of brick and stone. Besides, the dictum is faulty in that it implies a passively receptive pupil. It says nothing of his tools and his labor.

Yet the time seems to have come when we are again to emphasize books and the man in their relation to the individual student. That, I take it, is what makes the experiment undertaken this present academic year at Princeton peculiarly interesting and significant. Though harking back to older ideals the movement is not reactionary; though taking a leaf out of English experience it is not imitative; it is rather an effort to empha-

size the two educational factors which have been most neglected in our colleges hitherto.

The student has been so occupied in hearing lectures and in getting up subjects for recitation, when employed with intellectual work at all, that he has had little time for the serious business of study. The "reading man," as known in the English universities, has not indeed been altogether unknown, but he has been somewhat of a phenomenon. Plenty of men have taken a high stand at graduation without having the least notion that they might reasonably be expected as educated gentlemen to know how to grapple with a subject for themselves. An effort to make the individual student feel a sense of responsibility for his own intellectual salvation, read recommended books for himself, and consider his course as something more than passing examinations in a certain number of hours' work per year, is one of the two main purposes of the Princeton system. The second is closely related to this. It contemplates the utility of establishing personal connections between faculty and students. Obviously, the undergraduate is not capable of carrying on independent studies without direction, encouragement, or external spur. Just as obviously, he can best be aided by some older man of scholarly training, who has studied his inclinations and deficiencies and who has earned

his confidence. To accomplish this, the association must be regular, informal, and intimate. Teacher and student should be as far as possible comrades in study.

Most Americans who have observed the inner workings of Oxford or Cambridge would agree, I suppose, that the English system, at least for undergraduates who are trying for honors, is strong at precisely the points where our American instruction has been weakest. To President Woodrow Wilson, long before he was made the head of Princeton University, came the thought of remedying American defects by the infusion of English excellencies. His energy and enthusiasm have made possible a trial of the plan on a scale commensurate with its importance. We shall thus soon be able to judge its practicability by the results which it accomplishes, though there should be no haste to bring in a verdict against the scheme if it does not immediately bring to pass all the reforms that could be desired. We must recognize the common human frailty of both teachers and students, as well as the difficulty in at once solving the many problems of detail which naturally arise. To the possibly biased view of one actually engaged in the work, however, it appears that the plan is working admirably after only a half year's trial.

The Princeton system is not based, it will be observed, in any sense on a wholesale borrowing of English methods. All the essentials of the American college — an institution unique in the educational world — are preserved unaltered, while certain seemingly useful features have been grafted from an older stock; or, if you choose to look at the matter historically, these elements have simply been

restored to an importance which they once enjoyed, at least theoretically. The general scheme involves the constant association of every member of the faculty with a larger or smaller number of undergraduates as individuals. Over their studies in his department and over their general progress, as far as practicable, each teacher will exercise constant supervision. He will do his best to act as their counsellor and friend, not as a matter of routine, but of personal interest. He will teach them, as far as he can, to have thoughts and opinions of their own, to base their judgments on proper grounds, and to express their knowledge and convictions intelligently.

The reader will see that this individual intercommunication necessarily takes a great deal of time, that it is even extravagant from a commercial point of view. The proper economical way, of course, is to throw instruction broadcast in a large lecture hall and to trust whatever good angels youth may have to help the student seize and correlate the crumbs of knowledge as they fall. But commercial economy is often intellectual extravagance. If the desired results are attained, Princeton will be justified in adding to her faculty by fifty per cent (about fifty men all told) in a single year. Most of these gentlemen give the greater part of their time to the task of individual conference. They are, in short, those preceptors whose collective title has given the system its popular name. The title is confessedly a makeshift, born of a desire at once to indicate their peculiar office and to avoid the connotations which the word tutor has acquired in this country. They are for the most part men in whom the enthusiasm of youth is not altogether dead, who



have, however, had from four to eight years' experience in teaching, men presumably of some cultivation and considerable scholarly equipment. They have the rank and salary of assistant professors, and they are therefore sufficiently worshipful members of the university circle.

Of course, the ordinary routine of lectures and recitations must still go on, since some subjects and certain aspects of every subject can best be taught in these more formal ways. To this work the full professors and the comparatively small number of assistant professors, aided by a corps of instructors and assistants, devote the greater part of their time. Lectures, according to the theory, are designed for the general guidance of the student rather than for his instruction in matters of specific knowledge. They are intended to explore the subject which he himself is studying, to point out its divisions and its relations to other branches — in short, to lead and inspire the undergraduate in his chosen path. The professors are also the examining and grading board, each one concerning himself with the courses under his direct charge and acting with the advice of the preceptors who may be connected therewith. Every professor also does preceptorial work in his own courses, usually with men from other departments who may be electing work in his.

The preceptor, meanwhile, takes part in all the strictly undergraduate courses of the department. He may have students in six courses in the same term, so that his activity is not limited to any one field. He must be at home, or must make himself conversant, with every subject which is likely to come up in the curriculum

of the department — an ideal somewhat difficult of attainment. At the same time, he will not be so sorely tempted to pose as omniscient as is the man behind the classroom desk. If he is at all wise, he will rather act the part of a fellow disciple of his pupils, relying upon the methods learned in regions which he has particularly studied to guide his little band of students through lands hitherto known to him only as to the casual traveller. He will not cultivate his chosen fields of thought less assiduously, we hope, because of these excursions. Indeed, he will be aided in the concentration necessary for productive scholarship by the fact that in many cases he is giving a graduate course or some course for selected seniors on his own account. He must, it seems to me, stand guard very earnestly against mental dissipation, for that way lies danger both to himself and, in the long run, to his students.

In any given course the professorial lecturer and the preceptors form a little council. Under the chairmanship of the professor they meet at more or less frequent intervals to discuss matters of common concern, such as the general scope of the course, the division of time between various parts, and the amount of reading to be required. Each man has a voice in the settlement of such questions and usually has very definite opinions to offer. After the semi-annual examinations the same body becomes a court of judgment on the paper which has been set by the professor and the grades which have been given the students. The jurisdiction of this council is not extended, however, to matters of detail. When plans are once laid, the lecturer and the pre-

ceptors are left equally free to do their work according to their own inclinations.

The actual working methods of the system at Princeton may perhaps best be illustrated by looking first at a preceptor's relations to the courses in a single department, and secondly at a student's relations to the courses which he follows in the several departments of his choice. For convenience, I will discuss the first point with reference chiefly to the instruction in English, with which I happen to be most familiar. Considerable latitude has been given each department with reference to detail, so that a good many statements which may be exactly true of one subject may be in a measure false of another; yet the general conduct of courses is everywhere similar.

Possibly the most sweeping reform with reference to the study of English, which the new system has introduced, is the abolition of courses in rhetoric and composition. The growing belief that the prime requisite of good expression is having something to say has led to this step. The student is to be required to write in all courses, or in almost all, not only in the department of English, moreover, but wherever he will be aided in the definition and correlation of knowledge by the process of expression. He will be taught to formulate his ideas clearly, and he will not be allowed to go on with his work till he has succeeded in doing so. Thus no one department will shoulder alone the responsibility of teaching an inarticulate freshman to express his ideas as he acquires them, but all his preceptors will be actively interested in his progress. The student will not be asked to write beautifully about nothing at all, but plainly and logi-

cally about something that he has learned.

The preceptor in English, according to present arrangements, meets men of all four classes. He gets acquainted with a group of freshmen and lays his plans to follow them through their course, in so far as they take work in the department. He divides them into little groups of from three to six men, or in some cases instructs them individually, and arranges convenient hours for them to meet him each week, usually in his study. He tells them what to read, after considering their tastes and needs, discusses the books with them, and carefully corrects the written reports which they make. In the case of upper classmen, especially, he finds that a wide latitude of method is necessary to get the best results in various courses treating language or literature. Frequently he discovers at the end of an hour that he has been discoursing on some subject which has proved to be in need of ordered exposition; at other times he uses Socratic questioning; sometimes he finds it necessary merely to direct an impromptu debate; or again he reads with his students from the works of the author under discussion.

In the course of a week the preceptor devotes between twelve and fifteen hours to such stated meetings, though he finds that students are very likely to drop in at other times for advice or suggestion. On this account twelve regular hours weekly are enough for him to undertake, and anything beyond that number should be regarded as merely a temporary defect. As a rule the preceptor restricts his conferences to the morning hours of the four middle days of the week, though he sometimes devotes part of one or two evenings to

these exercises. Thus he meets all his charges at least once a week and tries to keep informed as to their mental health. He soon comes to know his students so well that he can detect any marked change in their attitude towards their work, and he could without difficulty foil most attempts at "bluffing" or outright dishonesty. But, as an undergraduate remarked, "that sort of thing won't go when you meet a man in his study." Indeed, this personal association of gentleman with gentleman is the best guarantee of honest work that could be devised. The feeling for integrity of character which has made the honor system in examinations possible at Princeton and elsewhere must eventually extend its sway over academic life as a whole. In the furtherance of this reform the preceptor is certain to be an important agent. By the time he has followed his students through four years of college work he will either have won their entire confidence or merited their contempt — at all events he will know as he is known. The traditional barriers will have disappeared, and with them most occasion for dishonest practice.

From the student's point of view the preceptorial system doubtless appears in a rather different light from that in which it is held by the instructor. At the end of the first half year of its existence it probably seems to many an ingenious plan for the promotion of hard work. "All through my course," said a senior to the present writer, "I had been looking forward to this year with the thought that I should have next to nothing to do, and here I am sweating away as I never have done before." "Anyhow," remarked another in exculpation of some

deficiency, "all of us are working three times as hard as we used to." Allowing for the enthusiasm of defense, it is safe to say that the average number of hours of work per week on the part of the Princeton undergraduate has been measurably increased; and the result could scarcely fail to be the same wherever the system might be introduced.

Let us take the case of an upper classman and consider the plan of his work with reference to departments and instructors. He has elected, let us say, the department of history. He may perhaps be taking three courses in history and political science, one in English literature, and one in some modern language, with a schedule amounting to fifteen hours a week, three hours for each course. Two hours out of every three scheduled he devotes to lectures or recitations, the third to a preceptorial conference. Thus each week he has five hours of work with his preceptors, and with three different preceptors. To the historian he will be peculiarly responsible, since he is presumed to be more interested in the department that he has elected than in any other. He may with propriety be asked to give extra time in the preparation of reports in his chosen subjects, for he is considered as actually a member of the department in question. In years to come, or we may hope so, he will be so well acquainted with his departmental preceptor that no friction will arise through misapprehension or misapplication.

In every case the preceptor arranges for an hour of conference with the individual student according to their common convenience. The student is thereafter expected to attend at the appointed place of meeting each week, but he is not marked as absent if he

does not come. It is part of the plan to encourage individual responsibility that he be left free to come or not according to his inclination, or at least without compulsion from the central university offices. The matter must be settled between his preceptor and himself. He knows that he may be debarred from taking the final examination if he does not attend to his work properly, and that his preceptor's report will be of considerable weight in making up his semi-annual grade. With that in mind he may be left to such discretion as his experience suggests. Indications thus far make it appear that he is capable of carrying on his studies in this independent way, provided he has competent direction.

It is no part of the preceptorial system to reduce good students and weak ones to a common level. Indeed, the cultivation of personal relations with his instructors and the habit of working for himself are likely to prove powerful incentives to the bright man. He will see more reason for working if he can be made to look at his courses as subjects of living interest rather than mere tasks. The dull student, on the other hand, will have the help of personal direction, will be able to learn what he probably never has learned, — how to study. The preceptors are in no sense of the word coaches, though all admit that it will be necessary to fight against the temptation in that direction. Yet much legitimate help can be given students, both the dull and the brilliant, in the way of stimulating and directing their endeavors. On the whole, the bright man is likely to have rather better opportunities than heretofore for intellectual expansion, while the level of mediocrity will probably be somewhat raised.

Not all courses and not all departments have as yet been brought under the preceptorial system at Princeton. One treatment does not serve for every subject. The natural sciences everywhere, with their laboratories and organized experimental work, have long had the equivalent, at least theoretically, of the methods just applied to the humanities. For them probably no change of plan would be advisable. Elementary courses in the languages also fail to follow the general scheme to the fullest extent, since the work of the conferences does not differ essentially from that of the recitations, merely emphasizing conversation, composition, or rapid reading. There are at present a good many anomalies, indeed, which experience must help to straighten out. There is, moreover, no tendency to worship any undeviating theory, or at least the fetich, if adored, is recognized as being not without stain.

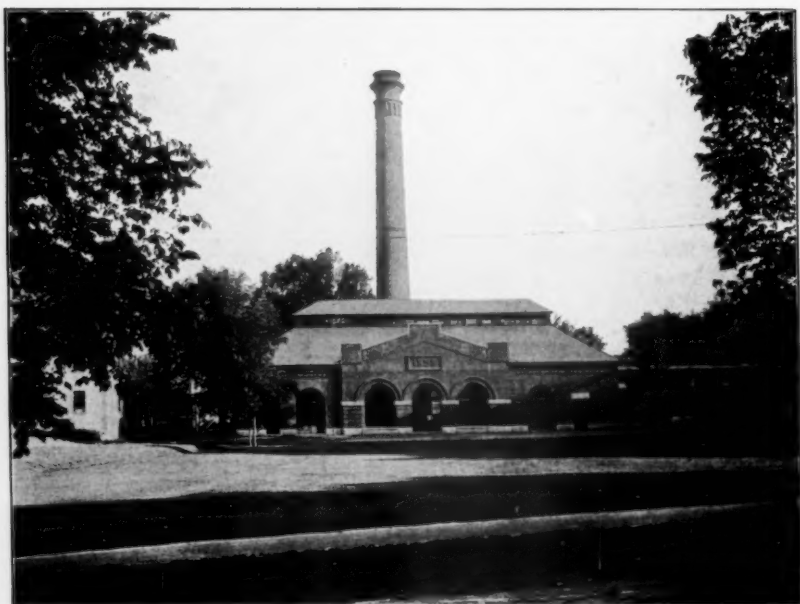
Yet a half year's trial has persuaded most observers, I think, that the plan conceived by President Wilson and enthusiastically adopted by Princeton, is a sign of excellent omen for the collegiate work of America. I for one am convinced that it has come to stay and that it is likely to solve the problem of undergraduate instruction in our larger institutions. The day for a final judgment has not yet come, but the future of the system is most promising. Already the Princeton undergraduate has invented the verb "precept" and the substantive "preceptee" as a part of his vocabulary, which shows perhaps better than could be done by formal statement how naturally he has entered into the spirit of the endeavor. We may hope that he speaks with an insight prophetic of the future of collegiate instruction.

The principle of really independent

study under suitable direction is one machinery and more close contact which might be extended to good purpose, moreover, in the work of our needs of our higher institutions of graduate schools. Less inelastic learning.







HEATING STATION



BOILER ROOM

## THE HEATING AND LIGHTING PLANT

*By Edgar H. Hunter '01, Superintendent of Buildings and Grounds*

THE Dartmouth heating plant was built in 1898. It was the result of several years of study as to the most practicable and economical way in which to solve the ever recurring heating problem of a growing institution. It is essentially a central station furnishing steam to isolated buildings through underground mains.

The station, which is located on the site of the old gas plant, is a brick building with granite trimmings, and has a monitor roof covered with slate. Just back of the station is a brick chimney 125 feet high, which gives a never failing draft and carries the smoke high enough to cause little if any annoyance to the neighboring houses. To the east of the station and connected with it as part of the building is a coal pocket which stores about 700 tons of coal. The roof of the pocket is about level with the side street.

The first three years the heating plant was operated with four boilers, supplying steam to thirteen buildings. In 1901 two boilers were added, and last year two more, giving at present eight boilers supplying steam to thirty-one buildings. The boilers are of the return tubular type, each 72 inches by 17 feet 6 inches, and give a total capacity of 1000 horse power. They are set in one battery and are all connected, so that the water level and steam pressure is the same in each boiler. Two steam drums run the entire length of the battery, connecting with each boiler.

Every connection is controlled by a gate valve. This allows any combination of boilers to be linked together. In the coldest weather it is necessary to run six boilers, leaving two in reserve for an emergency. The damper in the smoke stack is regulated by a Spencer pressure regulator which automatically closes the damper at any set steam pressure. The aim of the fireman is to furnish the steam with this damper closed as much as possible. When the outdoor temperature compels forcing the fires, more boilers are put into commission, so that the boilers that are running are each doing about the same amount of work from day to day, regardless of the weather. This gives the maximum economy in fuel consumption.

The boilers are all equipped with the Sidney Smith setting and smoke consumer. The Smith setting is a patented device for keeping the water in the boilers in constant circulation. This is done by tapping the boilers at the bottom and carrying the water through a coil along each side of the fire box, where it is directly exposed to the fire, and then discharging it into the top of the boiler. The return water is brought to the station from the entire system by gravity. Two reciprocating Deane pumps return it to the boilers. These pumps are automatically regulated by a float in a receiver tank, so that they demand little attention from the fireman. The water varies in temperature from 180 to 200 degrees when returned to

the boilers. The cold water feed is taken into the return mains before they enter the receiver, and all the water is fed to the boilers through the Smith setting, which carries it almost directly through the fires before discharging it into the boilers.

The village water system furnishes excellent water for boiler purposes, as it deposits no scale on the boiler tubes. The insides of the boilers are apparently as good at the present day as when they were installed, showing no signs of deterioration.

The underground mains were laid in a manner original with this plant, which was the joint invention of Mr. R. D. Kimball, a Boston engineer, and Mr. A. A. McKenzie, late superintendent of buildings for the College. The method was to split ordinary clay sewer pipe, longitudinally, being careful to keep track of the halves. The lower halves of the tiles were laid in the ground, the entire length of the line. Every 18 feet a split tee pipe was used, the outlet pointing down. In these tees were then set iron roll frames imbedded in cement concrete. These rolls supported the entire weight of the iron steam pipe, which was next laid, and also allowed the pipe to roll freely as it expanded and contracted. The top half or cover of the Akron pipe was then put in place, the same piece going back that originally belonged with each separate under piece. The joints were all made water tight with a rich mixture of Portland cement. The pipe was packed with asbestos sponge filling, as the top was laid. This constructed an underground steam line at less than half the cost of brick tunnel, the usual construction, and in point of insulation is far superior to pipe covering. 3966 feet of underground main were laid in 1898, which has since been in-

creased to 5959 feet. The entire system is carefully underdrained, the drains being tapped at intervals and diverted to the sewers. This is a vital point on underground heating mains and needs to be as carefully considered as any part of the construction. In some localities it means the difference between success and failure in underground heat transmission. All expansion was taken care of by offsetting the pipe both vertically and horizontally, allowing the pipe to swing on the joints between the ells.

In 1904 the trustees voted to install an electric plant in conjunction with the heating plant, and this was constructed in the winter of 1904-5. Several changes in the heating plant were necessary, to operate the two plants successfully together, but most of these points had been foreseen by those in charge of the original construction, and provisions made for them.

The current is generated by two 75 kilo watt Thompson-Ryan dynamos direct connected to two 125 horse power McEwen engines. Both units were built by the Ridgway Dynamo and Engine Co. A steam pressure of 85 pounds is maintained on the boilers and the engines are connected, by a loop, with both drums, to insure immunity from break-downs. Twenty-two of the buildings are heated with live steam, which passes from the boilers at 85 pounds through a reducing valve in the station to 25 pounds, thence out through the lines to the buildings, where it is reduced to 3 pounds for radiating purposes. The remaining nine buildings are supplied from the exhaust main, which takes the steam after it leaves the lighting engines, and distributes it to the buildings for heating purposes. Making

the steam do double duty, first generating electricity and then heating the buildings, is where the great saving in expense is made. A reducing valve in a connecting link between the boilers and the exhaust main, reducing from 85 pounds to 3 pounds, allows steam to flow directly from the boilers into the main when there is not sufficient exhaust steam to heat the nine buildings on this main. This live steam is needed in the four coldest months and in the middle of the day when the engines are not running. This cross connection also serves to maintain a constant back pressure on the engines of 3 pounds. During the summer months, when the exhaust steam from the engines is not required for heating, it is passed through a feed water heater which is placed in circuit with the water supply pipe from the pumps to the boilers, thus saving as much as possible in the coal consumption.

Two connecting links in the mains, which will probably be constructed in the near future, will put the plant in a position where it will be impossible for any ordinary accident to cripple it, even temporarily. A line from Wentworth Hall to Richardson Hall will allow the use of all of the exhaust steam for heat, even through the mild months of the fall and spring. A line from the Tuck Building to the Hubbard House, together with the line just mentioned, will make two links, thus allowing any building to be supplied with steam from the station, by either one of two entirely separate lines.

The dynamos are self exciting and generate a direct current at 220 volts potential. The fields are both series and shunt wound. The dynamos compound so as to maintain a constant voltage from no load to their

maximum capacity, with but little attention from the attendant.

One machine is at present large enough to supply the entire College with light, which leaves the other one free to take up the work in case of any accident to the machine in use. Each dynamo is run on alternate nights so that both are constantly in readiness for immediate service.

The engines have 14x14 inch cylinders and run at a speed of 250 revolutions per minute. They are automatically regulated to a maximum variation of one revolution, for the varying loads and steam pressures. All the oil for both engines and dynamos is supplied from a reservoir, to which it is pumped by a small steam pump. Waste oil from the machines is piped to an oil filter and from there pumped to the reservoir.

The lighting cables are all underground and are laid in the ordinary electric duct, surrounded by concrete. The cables are lead sheathed and for the most part paper insulated. The College is supplied through ten feeders, averaging about three buildings to a feeder. All of the lines are controlled by circuit breakers on the switch board, which cut out any group of buildings that is giving trouble and prevent it from affecting any other group. Each machine is connected with the switch board by a breaker which protects it from overload on the lines or underload or reversal from the other machine. The switch board is of black enameled slate, framed with white enameled brick. Besides being equipped with the circuit breakers already mentioned, it has the usual ammeters and voltmeters, and a double throw switch by which it can be connected with the White River Junction plant. This switch was put in for use in the summer



months, in case it was found desirable or necessary to shut down the plant. The back of the board is equipped with copper bus bars, in place of the usual tangle of copper wires, making it easy to trace any trouble in connections or grounding. On the back of the board is a wattmeter for each dynamo, recording the total output of the plant, besides checking the even running of each machine.

The floor of the engine room is of wood, covered with inlaid linoleum. Space is left under the floor for air circulation, which also makes the engine piping easy of access.

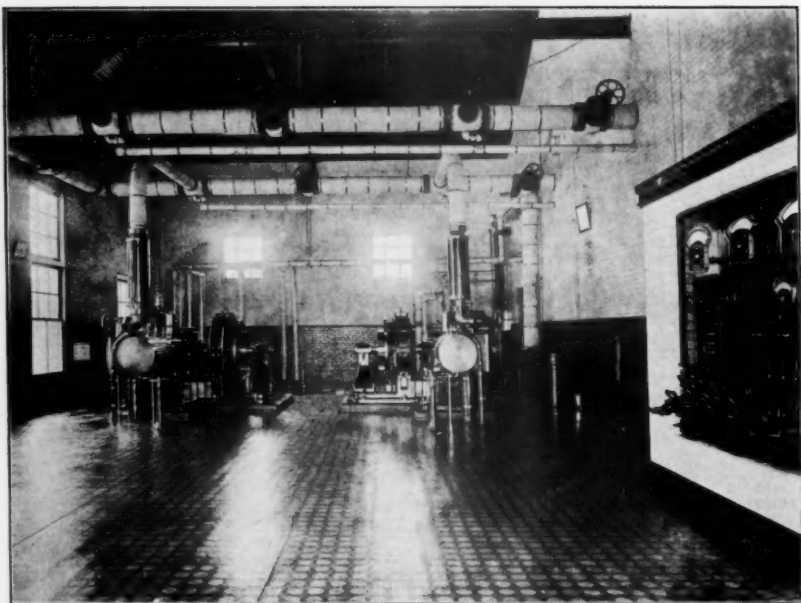
Soft coal is used exclusively for fuel. This is hauled from the station in carts, and is discharged into the coal pocket, through the roof. It takes approximately 3,200 tons of coal per year to run the plant, which furnishes steam to 87,000 square feet of radiation. About 15,000 feet of this is indirect radiation. The largest amount of coal ever burned in one day was 25 tons. The coal consumption only approaches this figure when

the temperature is from 20 to 40 degrees below zero. The highest average consumption for any one month comes in January, when it takes 18 tons of coal per day to furnish the required amount of steam.

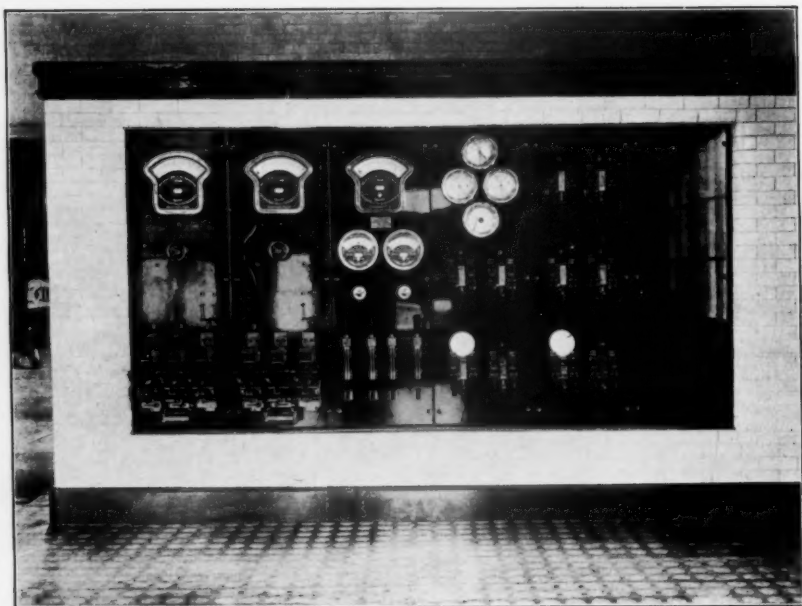
The firing is all done by hand and takes the entire time of four firemen, working eight hours apiece and part of the time of two assistants, during the coldest weather. The whole system is in charge of one engineer, who has, besides the men employed in the station, the services of one assistant on the maintenance of lines. The engineer, in addition to his duties in connection with the plant, has direct charge of all the heating and lighting installations in the new buildings.

There are few plants that are as well equipped to do the work laid out for them as the Dartmouth plant. The entire installation was constructed with the one idea in mind of a minimum cost of maintenance, and the system is fulfilling all expectations.





DYNAMO ROOM



SWITCH BOARD

## COLLEGE NEWS

### THE NEW DARTMOUTH HALL

A FORMAL dedication of the new Dartmouth Hall will take place at the next Commencement, at which time it is hoped that the alumni will assemble in large numbers for the ceremony. Mr. Melvin O. Adams, as chairman of the committee under whose direction the funds for the new building have been raised, has invented the term "Pilgrimage," and he hopes that the alumni will respond in large numbers at Commencement to that suggestion. Meanwhile, the building has been opened for academic uses, and seven departments of the College are doing all their work in it,—English, French, German, Philosophy, Latin, Greek, and Art; 278 recitations a week are held here.

The building is of brick outside instead of wood as was the old building, and has not yet been painted. At the time of the formal dedication it will have been painted white and will have more completely taken on the appearance of the old building. The outside appearance will be almost identical with that of the old hall. The belfry is a counterpart of the former. There are three entrances to the building, a large entrance of three doors in the center, and a small entrance on either side. Among the steps leading up to each of the side entrances have been placed three old stone steps from the first structure. Moreover, to preserve some of the associations of old Dartmouth, two windows have been placed in the new assembly room, which were taken from the old hall while it was burning. The old clock has been replaced

by one with two faces—the one toward the campus being transparent and lighted at night. The face in the rear of the building is similar to that of the old clock. This clock—the best that could be secured—is the gift of Dr. W. T. Smith, Dean of the Medical School. The bell also is of first quality and was given by J. W. Pierce, of the class of 1905.

In the new hall, the assembly room, similarly placed to the Old Chapel, is the finest room in the College. It will seat 530. It is arranged with a 6 ft. wainscoting in white enamel, the walls are done in red, and upon the ceiling there are water color decorations in delicate tints. Upon the platform of the auditorium stands a speaker's desk made from one of the red oak corner posts of the old hall, and presented by Mrs. Edwin D. Sanborn, in memory of her late husband, for many years professor at Dartmouth. The room is equipped with a stereopticon and reflectorscope for use in Archæology and the Fine Arts. The Archæology room on the top floor is finished with a frieze from the Parthenon, and is fitted with busts and studies in the classics.

The wood-work throughout the building is of birch, stained mahogany, and the windows are of the small paneled style. Many of the recitation rooms are fitted with the old-fashioned plain benches for desks, each of which accommodates four students. There are 25 recitation and seminar rooms and 15 private offices for professors and instructors.

The new hall was designed by Mr.

C. A. Rich, the College architect. The cost of the building is \$90,000. No expense has been spared in attempting to make the building fire-proof. No wooden laths are used in its construction. The plastering, so far as possible, has been done on the brick walls, and where this has been impossible, a patent fire-proof material has been used. The electric lighting is done on the conduit system. The building is lighted and heated from the College Plant.

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**EXERCISES AT OPENING OF THE NEW  
DARTMOUTH HALL FOR ACADEMIC  
USES**

The exercises connected with the opening of the new Dartmouth Hall for academic uses were held Saturday, February 17, two years after the burning of the old hall. The exercises were of the simplest character. The formal opening attending the presentation of the hall in behalf of the alumni will take place at Commencement.

A short chapel service appropriate to the occasion was held at half past eight in the morning. At the close of this service, a procession was formed, headed by the band and consisting of the faculty, the alumni secretaries, and other alumni, and the students of the College and Associated Schools. Professor Craven Laycock acted as marshal. Starting at the Chapel the procession marched past Butterfield to Main street, turned south and when opposite the new hall, advanced straight across the campus, taking its position in front of the middle entrance of the new Dartmouth. As the procession approached Dartmouth, Psalm CXXXVI (as used at Commencement) was sung to the tune of Nuremberg.

A brief service of dedication took place upon the steps of the new building. President Tucker spoke as follows:—

"The presentation of Dartmouth Hall to the Trustees on behalf of the Alumni will take place at Commencement. We anticipate nothing which belongs to that occasion in the present opening and occupancy of this building for academic uses on this the second anniversary of the burning of the old hall. But before we enter and take possession of the new Dartmouth Hall, we pause for the moment to adjust ourselves in spirit and in purpose to the exacting but ennobling traditions of the place.

"We, therefore, who are here assembled, do here and now call to mind the heroism of the Founder of the College and of those who in immediate succession to him in the same heroic work laid the foundations of the ancient structure which stood upon this site.

"We do here and now accept the inheritance of truth, augmented from generation to generation by those who wrought within its walls, committing ourselves with a like honesty of purpose and reverence of spirit to their unfinished tasks.

"And above all, we do here and now with one accord implore the blessing of Almighty God who, through His gracious providence, hath in due time restored to us our 'former habitation,' giving us 'beauty for ashes, the oil of joy for mourning, and the garment of praise for the spirit of heaviness.'"

Immediately after President Tucker's address, the procession marched around the building cheering the new hall, as it marched. The procession then reassembled in front of the building and sang the Dart-



mouth Song. The ceremony was concluded with the ringing of the peal of bells, the new bell upon Dartmouth Hall taking its place as a fourth bell in the peal.

#### WASHINGTON'S BIRTHDAY EXERCISES

Washington's birthday was observed February 22 with appropriate exercises in Dartmouth Hall. The program was particularly interesting to college men. Professors Fay, Vernon, and Richardson each showed the relation his *Alma Mater* bore to the Revolution; Professor Horne compared the ideals of Dartmouth and Washington. Extracts from the addresses follow:

##### WASHINGTON AND DARTMOUTH

Professor Horne said: On the occasion of the laying of the cornerstone of this new Dartmouth Hall, the Honorable Charles T. Gallagher traced the blood kinship existing between the families of Washington and Dartmouth. I desire today to indicate a certain kinship in ideals between the Father of this Republic and Dartmouth College.

Let the year be 1789. Washington is being inaugurated as the first president of the United States. Dartmouth Hall is in process of construction. John Wheelock, the son of Eleazar, and a lieutenant colonel in the Revolutionary Army, is President of the College. Washington is fashioning the ideals of the young Republic; Wheelock is fashioning the ideals of the young college. Washington is the personification of service to his country; Wheelock is preparing for the service of the country such men as Daniel Webster, Sylvanus Thayer, George Ticknor, Thaddeus Stevens, and Rufus Choate. It is my surmise, I cannot prove it, that John Wheelock, the soldier-pupil of Wash-

ington, set the stamp of public service on Dartmouth men.

Three great ideals will disclose the intellectual kinship of Washington and Dartmouth. These three are imbedded in the fond farewell address of Washington and the rich collegiate life of Dartmouth; they are the ideals of democracy, of education, of religion. First an American, then a party man, says Washington; first a college man, then a club man, says Dartmouth. "Promote . . . institutions for the general diffusion of knowledge," says Washington; "The same school may be enlarged and improved to promote learning among the English," says Dartmouth's charter, antedating the Revolution. "Reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principles," says Washington; the powerful Hebrew words, *El Shaddai*, illumine the shield of Dartmouth.

##### THE RELATION OF HARVARD TO THE REVOLUTION

Professor Fay said: Buildings when hallowed by time and long tradition win for themselves a peculiar love and value. We all know how great this was in the case of Old Dartmouth. The old hall takes us back in its building to the days of Washington, so that it is especially appropriate that we are able to meet here in this New Dartmouth to celebrate his one hundred and seventy-fourth birthday, and to recall the part taken by American colleges in the Revolution. At Cambridge the building most closely associated with the Revolution is Harvard Hall. Its history and place in college tradition is strikingly similar to Dartmouth Hall. With its old bell, which summoned to daily prayers and recitations for nearly a century, it was the

very center and heart of the life of the college. In 1764 it was totally destroyed by fire, but within two years, by the efforts of the alumni, a new Harvard Hall rose over the ashes of the old. In 1769 the British put a military guard in King (now State) Street and pointed their cannon at the door of the State House, where the Provincial Legislature was sitting. When protests were without effect and the cannon could not be removed from the legislature, the legislature removed from the cannon. It adjourned, in fact, to the new Harvard Hall. When Washington was drilling order and discipline into the colonial recruits during the siege of Boston, Harvard Hall served as their barracks. After his masterful seizure of Dorchester Heights, which compelled the British to evacuate Boston, Harvard recognized his preeminent greatness by conferring on him a degree which they had never before conferred on anyone—that of Doctor of Laws.

#### THE RELATION OF PRINCETON COLLEGE TO THE REVOLUTION

Professor Vernon said: I shall only dwell on three dramatic scenes of which Nassau Hall was herself the center.

First a scene in the prelude to the Revolution. In July, 1770, the merchants of New York retreated from their position to receive no further imports from England, and wrote by the post that passed through Princeton to the merchants of Philadelphia to request their concurrence. Hundreds of the students formed a solemn procession and to the tolling of the college bell marched to the center of the college yard, where they burned the selfish letter. This student assemblage assumes importance from the men who constituted it. In it

were four members of the future Continental Congress, two of the Constitutional Convention, eleven of the Federal Congress, four governors, five judges, an attorney general, a vice president, and a president of the United States. The real patriotism of this assemblage was undoubtedly due to the president of the college, John Witherspoon, who, though but recently from Scotland, was one of the most prominent advocates of independence in the middle colonies. After the Declaration had been signed, the straw figure of Witherspoon was the largest in the group of effigies which the British sympathizers burned on Staten Island.

But the most sacred memory of Princeton, around which undergraduate life of today fittingly gathers, is the suffering she endured when Old Nassau was the storm center of the Revolution. It was natural that the British should desire vengeance on this hot-bed of rebellion and in mockery of Nassau should quarter the hated Hessians in the most imposing building in America. It was a dark hour for the colonies. Congress in terror had fled to Baltimore and had entrusted the country to the dwindling army of Washington. The other generals, doubting his capacity, and envious of his position, were guilty of flagrant insubordination; the inhabitants of New Jersey on every hand were accepting British amnesty; the treasury of the country was empty; the troops were kept from mutiny only by the near prospect of their home-going. It seemed impossible for Washington to live through the winter. Then it was that Old Nassau, in a campaign which, in spite of its small numbers, Frederick the Great denominated as the most masterly of the century, saw the battle

fought under and within her walls, that, after the masterly stroke at Trenton, not only saved the remnant of the army and allowed it to retire to the hills of Morristown, but checked the British advance, saved Philadelphia and made possible the decisive assistance of France. What wonder that the Princeton man rejoices at the cannon-ball of Hamilton's artillery that passed through the head of King George in the college library, and that today he breaks the last pipes of his college course against the old British cannon which was left to mark the successful issue of the triumphant retreat of troops, which, after Trenton and Princeton, refused to be returned to their homes.

And the final scene comes from the days of triumph in 1783, when, thanks to a handful of mutinous troops in Philadelphia, Old Nassau became the actual capitol of the nation. For several months the Congress of the Colonies met in the walls that were shot through in the battle of Princeton. Thither Washington came to receive the thanks of the congress for his services in establishing our independence. And it is a proud day in Princeton annals when the Congress of the States adjourned, that with the French and Holland ministers and with the greatest man of all, George Washington, they might attend the Commencement of 1783 and hear the valedictory of Ashbel Green, who afterward became president of the college. Notwithstanding his own and his country's straitened circumstances Washington gave then a royal present to the college which had suffered with him in the cause of the republic, and through the wise application of the money by the trustees, the college now possesses an original portrait of George Washington in the very frame

out of which the cannon shot the head of King George. It still hangs in the room where the congress held its sessions.

Surely Dartmouth men and Princeton men have reason to rejoice together that the institutional life of which they are a part strikes its roots into no modern merchant's riches and into no state's bounty, but into soil rich enough and ancient enough to have brought forth our nation.

#### DARTMOUTH AND THE REVOLUTION

Professor Richardson said that there was no immediate connection between Dartmouth Hall, built 1784-91, and the Revolution, but that the College, by reason of its frontier position and its relation to Indian education, was constantly and vitally concerned in the struggle. In the course of his account of the College during the war, he quoted President Wheelock's request to the Continental Congress for \$500 "to supply my family—that is, the college, school, and those connected with it—" with firearms; and he read George Washington's reply to a congratulatory address by President Wheelock and the trustees in 1789, in which Washington called Dartmouth "an important source of science." In closing, Professor Richardson said: "In one respect Dartmouth College more closely connects the English people in its two homes than any other American institution. It never, like some other pre-Revolutionary colleges, changed the British name it had proudly borne. Founded on soil over which George III ruled, and bearing the name of his Secretary of State for the Colonies, in the days of President Roosevelt it welcomed the present Earl of Dartmouth as a living proof of the fact that the republic of learning is broader than any national

boundaries. May the friendship between England and America outlast even this stately hall, the cornerstone of which was laid by his loyal hand."

#### SMOKE TALK BY PRESIDENT TUTTLE

Mr. Lucius Tuttle, president of the Boston and Maine Railroad, gave a most enjoyable smoke talk before the student body in College Hall, Saturday evening, February 10. Mr. Tuttle made no pretense to oratory, yet his remarks were eloquent with simplicity and truth and abounded with similes and apt comparisons.

"Every one of you," said Mr. Tuttle in beginning, "is not only in the formative period of your life, but is also a member of a particularly favored class which is soon to produce leaders in thought, action, and business. To me it is an inspiring thought, when I stand before an audience of bright-eyed men like you, that right here are the beginnings of the problem. And I believe that a few seeds sown at the right time and in the right place in the career of manhood must bring a harvest of satisfactory results. If you do your whole duty, you will become leaders of thought and of men."

Continuing, the speaker said: "We hear much today about self-made men. There is no such thing in the world as a self-made man. There never was a greater myth. Within a so-called self-made man is implanted a divine spark which fortunate circumstances fan into a flame. There is no such thing as luck. I have no patience with those who say there is. The man who is successful has only done what he should have done with the possibilities which God has given him. College bred or not, he has

done the best he could with his inheritance.

"Now, the first thing for a man to do, whether a man of superior education or not, is to cultivate the powers of observation, analysis, and deduction. I have great admiration for the man who systematically weighs opinions before accepting and appropriating them. Every man should learn to think and act for himself. And in all his thinking and acting, he should do the duty which lies nearest to him, and take heed lest ambition overrun judgment. I decided long ago that a young man should never plan to be president of the United States or of Dartmouth College. Things never come in that way. They are always the result of continuous performance of duty and of subordination of ambition. Get hold somewhere. Get something to do, and do it so well that the one who gives you the work will say, 'That fellow can do something better.' The patient plugger who does a little more than he is required to do, who shows a healthful and progressive interest in his work, who, in short, does common work uncommonly well, is the one who will be promoted. Therefore, I say, do the duty that lies nearest, and do it mightily well.

"And while you are doing your duty, cultivate decision of character. Learn to say 'yes' and 'no' quickly. That will save precious time. The man who falters will not succeed in anything, but the man of decision will rule.

"Cultivate personal judgment. Draw your own conclusions. Other people can seldom put themselves in your place. The strong people in this world are not the people who ask how to do things, but who think, decide, and do for themselves. Do things so well that they will not have

to be done over. In all things have method. Time spent in hunting for things which ought to be in their place is valuable time lost. In all your personal and business transactions, insist on method.

"The great study which is before you young men is not the study of law, of mechanics, of medicine, but the study of man. What are you going to do with the man who comes into your sphere of influence? Many men can deal with things, but few men can deal with men. No study demands more interest and effort than the study of mankind. The men whom you are to mingle with, although perhaps possessing less gray matter, are all men of clay like you, and they may go wrong for want of your care. Your responsibilities as students of the human problem are vastly greater and more important than your problems of action and of business.

"Again, don't be a dreamer or become discouraged. To dream is not to accomplish. 'We are not here to drift, to dream;' we have serious work to do. Discouragement is fatal. The man who works out his problem by patient plodding is the man who wins success.

"Now a word about reading. An educated man ought not to spend more than ten minutes a day with a newspaper and less time than that with current literature. So many things have been written which will endure till the end of time and of language, that it seems pitiful for a man to waste his time on trash, and thereby develop literary indigestion. Such reading is as bad as pouring water through a sieve—and worse, for it hurts the sieve.

"There was never a greater mistake made or wrong committed than to declare that the world is growing

worse. Men were never so ready to step on wrong as they are today. During the wonderful progress of the past twenty years, men have met wickedness with an enthusiastic, 'Down with it,' and it has been put down with constantly increasing success. The young man should never lose faith in human nature.

"This brings me to the subject of money. The love of money is not the root of evil; what is done with money determines whether it is evil. To accumulate money with the purpose of making two blades of grass grow where only one now grows is commendable. How could our educational and charitable institutions exist without money? How could they live if some successful men had not accumulated more money than they needed? Making money for the purposes of mankind ought to be applauded by everybody. I have no patience with those who declare that wealthy men are criminals—wait till you see what they do with their wealth. If they do good with it, let us be thankful that they are God's treasure-holders.

"Finally, in all that you do or hope to do, be clean, morally as well as physically. Have good aspirations, and try to be true to them. Men who have lost sight of a good goal are like rivers that have lost their longing for the sea. They expand into moral swamps and poison all their surroundings. As Parkman has said, it is easy for a man to drop back into barbarism. Every man has constantly to be on his guard. Lose your desire for good and clean things, and you will lose the glory of life. Remain true to your highest moments and be strong in spite of adversity, and you will reap the reward of the faithful."

As President Tuttle took his seat



he was given enthusiastic applause, after which he arose and happily said:

"I hope you will excuse me for giving such a homiletic talk, but if you have enjoyed it as much as I have, you have had a mighty good time."

The student body then expressed pleasure and satisfaction by giving Mr. Tuttle a vigorous College cheer.

#### HANOVER RECORDS

The Records of the Town of Hanover, New Hampshire, 1761-1818; Printed by Vote of the Town under the direction of Hebert Darling Foster, George Mendal Bridgman, Sidney Bradshaw Fay. Hanover, New Hampshire 1905. The Rumford Printing Company, Concord, N. H. Octavo, pp. VI, 336.

This attractive volume containing the "records of the town meetings, and of the selectmen, comprising all of the first volume of records and being volume I of the printed records of the Town," is the contribution of the Town to local history. At its March meeting 1903 the Town voted, at the suggestion of Professor Foster, one hundred dollars for copying and printing its early records, and the next year added three hundred and fifty dollars to complete the work. The execution of the task was entrusted to the three gentlemen whose names appear on the title page. A *verbatim* copy of the records was made by Mr. Wm. D. Walker, and this copy, which faithfully reproduces spelling, capitalization, and punctuation, was compared by the Committee word for word, and, when necessary, letter by letter with the original.

The book is a credit to the Town and to its editors. The Town has thus made available the sources of its corporate history, and has happily taken

its place among the towns which have led the way in publishing their early records, while the accuracy of the copy and the appearance of the book testify to the diligence and the taste of the editors.

Such publications are of great value. They put into permanent and available form records, invaluable to the correct presentation of local and even general history, that are often in places where they are exposed to accident, mildew, and fire, and that once lost could never be recovered. These records are often difficult of access and when found are difficult to decipher, and being usually unindexed necessitate great labor in finding what may be found in such a volume as this on inspection. The Town and editors deserve the thanks of all those who are interested in the preservation of historical records for this volume, which is rendered exceedingly serviceable by a complete and satisfactory index.

The first thing which attracts the attention on opening the book is the peculiarity of the spelling, but that ceases to attract as the matter makes itself clear. The meetings of the proprietors of the Town from 1761 to 1767 were held at Mansfield, Conn., and the first town meeting was held in Hanover, July 22, 1767. From that time on, under the ordinary election of officers and the provision for taxes for roads, etc., one sees the natural growth of a New England town, while special officers, like poundkeepers, hogreeves, and deeriffs, and regulations for the straying of hogs and cattle show the peculiar conditions of the time. The interest in higher things appears in the vote, taken at the second meeting, Oct. 26, 1767, to hire a minister for the next summer, and in the appointment of a commit-



tee in 1771 "to pitch a place for a Meeting House," while the year before the Town appointed a committee "to treat with Governor Wentworth and the Trustees of Dartmouth College, respecting setting off a part of said Town as a district to sd. College," to which the Town later assented.

The book is valuable to those who would study local condition and custom shown in the growth of a town from its beginnings, and it is to be hoped that it may be followed at a later time by the publication of the volume containing the list of births, marriages, and deaths of the early years of the Town.

#### MAP OF HANOVER

A complete and very informing map of Hanover has recently been published. It shows all the buildings and principal features of the region, extending from the foot of Sand Hill on the southeast to Occom Pond on the north, and from Mr. C. C. Ward's house on the east to the railroad station on the west. In Norwich the west side of the Connecticut is mapped from Lewiston to the sawmill. Parallel lines running true north and south and east and west indicate correct distances from an origin at the observatory, from 2200 ft. north to 2600 ft. south, and from 1200 ft. east to 4400 ft. west. There is a full directory of public buildings, College buildings, business places, dwellings, and residences, by streets and house numbers. Elevations above sea level are shown by contours. Interesting information is given concerning the water works, the Connecticut River and points of historical interest. The very beginning of Hanover is shown by the indicated

locations of the first buildings which President Wheelock caused to be erected before 1774. There is a map on a reduced scale of Hanover 50 years ago, with the names of residents at that time. The material of the buildings, whether wood or masonry, and also the material of roofs, whether shingle or slate or metal, are shown by methods of delineation.

This map is the product of surveys during the past ten years by classes of the Thayer School of Civil Engineering, under charge of the Director, Robert Fletcher, and his associates, Professors French, Mann, and Holden. It is photolithographed from the original (scale of 100 ft. to the inch) by Geo. H. Walker & Co. of Boston. It is for sale at Storrs' bookstore for 50 cts., or by sending price direct to Professor Fletcher or Professor Holden. It is copyrighted by the Thayer School of Civil Engineering, and the proceeds of sales, if more than enough to cover the very considerable cost of production, will be devoted to the equipment fund of that institution.

It may be interesting to note that at the time of the visit of the Earl of Dartmouth, Professor Holden made measurements which approximately located the old governor's lot of 500 acres, the northeast corner being, as was supposed, east of the big barn; the east line was believed to be very nearly located.

#### BASKETBALL

##### DARTMOUTH 31—HOLY CROSS 21

The College basketball team defeated Holy Cross in Worcester, Saturday evening, January 13, by the score of 31 to 21. Lang, McGrail, and Russ caged the ball in rapid succession in the first moment of play, and the visitors maintained a speed which

the home players could not equal. Holy Cross played well in the second half, but excellent shooting by Grebenstein and Russ enabled Dartmouth to keep well in the lead. Connor did the best work for Holy Cross.

#### TWO VICTORIES OVER WESLEYAN

Dartmouth won two victories over Wesleyan in the Bissell Gymnasium, Monday and Tuesday evenings, January 15 and 16. The first game proved easy for Dartmouth, the score being 36 to 15. The work of the home team was fast and accurate; its team-work outclassed that of the visitors. The brilliant work of Lang was the feature. Dartmouth used many substitutes in the second half, but had little difficulty in maintaining a large lead.

Dartmouth opened the second contest with a brilliant exhibition of speedy and scientific basketball, and after ten minutes of play had a lead of 17 to 1. Then Wesleyan took a big brace and made the game interesting. For a few minutes the visitors clearly outplayed the home team and repeatedly cut down Dartmouth's lead. Near the close of the game, however, Dartmouth began another spurt, and the game ended with a Dartmouth victory by the score of 39 to 24.

#### DARTMOUTH 31—HOLY CROSS 20

In one of the best games of the season Dartmouth defeated Holy Cross 31 to 20 in the Bissell Gymnasium, Tuesday evening, January 23. The game was replete with clever team-work and brilliant individual work. Though weakened by the absence of Captain McGrail and Grebenstein, the home team gave a superior exhibi-

tion of team-work. Russ and Lang excelled for Dartmouth, and Stevens for Holy Cross. Close guarding by both teams was responsible for the loss of many baskets.

#### DARTMOUTH'S FIRST DEFEAT

Dartmouth suffered its first defeat of the season at the hands of Colgate in Hanover, Saturday, January 27. Weakened by several injured men, Dartmouth played in the poorest form of the year and was outplayed by the visitors. Colgate was superior in shooting and covering, and easily broke up Dartmouth's team-work. Runge was the star of the game, scoring over twenty points for Colgate and converting Dartmouth's fouls into points with remarkable regularity and precision. The score was 32 to 27.

#### DARTMOUTH 48—BROWN 19

Dartmouth played in its best form against Brown in the Bissell Gymnasium, Saturday evening, February 3, and defeated the Providence team by the decisive score of 48 to 19. Dartmouth's team-work was superior, and the visitors, who had little themselves, were unable to break it up. Russ was the star of the game, scoring twenty points, while Captain McGrail's work was fast and reliable. Captain Pryor of Brown caged the ball twice from an unusual distance.

#### SUCCESSFUL TRIP

The College team recently made a successful trip through Connecticut, New York, and Massachusetts, winning four games and losing one. February 21 Dartmouth defeated Wesleyan in Middletown in an extra-time game, 32 to 30, but the following day

fell before the superior endurance of the Wesleyan players with a score of 28 to 17. February 23 Dartmouth defeated Hamilton at Clinton, New York, 27 to 16, and the following evening defeated Colgate at Hamilton, New York, 25 to 17. Monday evening, February 27, Dartmouth played in superior form against Williams at Williamstown, and won 11 to 9 on a sensational throw by Grebenstein just before the whistle blew.

#### LIBRARY IMPROVEMENTS

In harmony with the general spirit of expansion and improvement existing in the College, various changes have been made at the College Library. A room has been set apart for fiction, poetry, and art; the former reading room has been refitted and enlarged, and the works of Dartmouth graduates have been placed in cases by themselves. These important changes and improvements, extending through the first semester, are characteristic of the efforts of Professor M. D. Bisbee, Librarian, and Miss Etta M. Newell, Assistant Librarian.

The room devoted to fiction, poetry, and art is the octagonal room on the north side of the ground floor. Here are collected, in convenient position and arrangement, all the English and American fiction and poetry in the possession of the library, besides various works on art, and many translations from foreign authors. The art books are placed on a large center table. On a separate shelf are gathered all the new books of general interest added during the year. The delightful freedom allowed in this room has made it one of the most popular places in College.

The former reading room, on the east ground floor, has been fitted with

new tables, shelves, and other furnishings. As before, the current magazines cover the tables, and at the edges of the room are bound newspapers and magazines, for which special shelves have been made. Indexes of most of these papers have been provided.

The most important and unique addition to the reading room, however, is the bookcase set apart for the works of alumni and professors of Dartmouth, many of which have already been placed here. A list of these works will soon be published. This, it is hoped, will stimulate Dartmouth alumni to send their books to the library so that this collection may be made as nearly complete as possible. As it is, the collection is large and the range of subjects wide, extending from Professor Greenleaf's arithmetics to Richard Hovey's poetry.

#### ELECTIONS OF THE SENIOR CLASS

In a most enthusiastic and harmonious meeting in Chandler Hall, Thursday evening, February 15, the Senior class chose officers and class-day speakers. The class had taken a commendable stand for purity in College politics, and the best of feeling prevailed. The elections are as follows:

President, Howard James Chidley, Powles Corners, Ontario; vice president, Charles Herbert Kraft, Brooklyn, N. Y.; secretary, Ralph Wentworth Scott, Chestnut Hill, Mass.; assistant secretary, Harold Goddard Rugg, Proctorsville, Vt.; treasurer, John Howard Kingsbury, Albany, N. Y.; marshal, Ralph Glaze, Denver, Col.; assistant marshal, James Albert Blatherwick, Denver, Col.; members of executive committee, Arthur Fred-

eric Libby, chairman, Putnam, Conn.; Harry Warner Coburn, Jr., Lowell, Mass.; Daniel Phillips Hatch, Everett, Mass.; John Howard Kingsbury (*ex-officio*), Albany, N. Y.; William Ray Page, Shiloh, O.; Edward Blanchard Redman, Lowell, Mass.; Robert Burns Wallace, Milford, N. H.; auditing committee, Charles King Benton, Peoria, Ill.; Max Hartman, Norwood, Mass.; Leigh Shepard Martin, Rockford, Ill.; address to President, Harry Parcell Wayman, Chicago; address to Old Pine, Clyde Douglas Souter, Kearney, N. J.; address to Chapel, Stephen Salisbury Cushing, Lakeport, N. H.; orator, Michael Stephen O'Brien, Lawrence, Mass.; historian, Crawford Morrison Bishop, Glyndon, Mo.; odist, Edward Lines Oakford, Peoria, Ill.; poet, Francis Lane Childs, Henniker, N. H.; prophet, Paul Revere Felt, Hillsboro Bridge, N. H.; chorister, John Jay Burtch, Chicago; floor director of senior ball, Edward Sanborn French, Somerville, Mass.

#### GIFTS TO THE COLLEGE

Professor Justin H. Smith has presented to the College Daniel Webster's personal desk, a substantial, flat topped, mahogany desk, with drawers on both sides and one drawer in the middle. There are several alleged "Daniel Webster desks" in existence, but documents in Professor Smith's possession prove that this is the genuine one; that it passed from Webster to his partner, Healey; from Healey to his partner, Burbank; from Burbank to his partner, Lund; and from Mrs. Lund to Professor Smith by purchase. In due time the desk will be given an honored place in Webster Hall.

John H. Bartlett, Esq., '94 of Ports-

mouth has presented to the College one of the tables used in the memorable Portsmouth Peace Conference. It will find a place, temporarily, in the auditorium of Dartmouth Hall, and will ultimately be placed in Webster Hall.

#### COLLEGE NOTES

The 1907 *Aegis*, the thirty-fourth edition of the Dartmouth annual, was issued Monday, January 15. In arrangement and general appearance the book is much like those of former years. It is dedicated to Mr. Melvin O. Adams '71, whom Professor Charles F. Richardson in a very appreciative biographical sketch calls a "typical Dartmouth man." The excellent illustrations include many from the private collection of Professor Charles H. Morse. The editor-in-chief of the *Aegis* is George Henry Howard of Craftsbury, Vt.; the business manager, Robert Carlyle Cochrane, Somerville, Mass.

The musical clubs gave their annual midwinter concert in the Bissell Gymnasium Thursday evening, January 18. The program was carefully selected and skillfully rendered. The work of both clubs was excellent, the mandolin club playing with a finish seldom attained by undergraduate organizations. The clubs gave a second concert in the gymnasium Saturday evening, February 17, under the auspices of the College Club.

Mr. Ernest H. Baynes, superintendent of Corbin Park, Plainfield, N. H., gave a smoke talk in College Hall, Saturday evening, February 3, on "The American Bison." Mr. Baynes appealed strongly for the preservation of the buffalo, for both its historic and its commercial value. He also ap-

pealed to every man to join the American Bison Protective Association, a branch of which will soon be established in the College.

Yale defeated Dartmouth in a two-mile relay race at Madison Square Garden, New York, January 26. Pritchard, Jennings, Shipley, and Thrall were the Dartmouth runners. The time was 8 minutes, 8 3-5 seconds.

Dartmouth easily defeated the University of Pennsylvania in a two-mile relay race at the B. A. A. games in Boston, Saturday, February 10. Ex-Capt. Thrall, the last runner for Dartmouth, crossed the tape 53 yards ahead of his opponent. Although not forced to exertion, Dartmouth made the fastest time of the evening, 7 minutes, 15 seconds.

Mr. Charles M. Jessup of New York spoke in College Hall, Saturday evening, February 17, under the auspices of the Webster Club. His subject was, "The Responsibilities of American Citizenship."

The Sophomore class has nominated the following ten men from whom the Athletic Council in June will appoint four assistant managers of athletic teams: Harold Sawtelle Hobart, Fred Allen Cooper, Richard Brackett Mer-

rill, Robert Fears Thompson, Dana Parkinson, John Alexander Clark, Howard Wyman Cowee, David Robert Blanpied, John Aloysius Norton, Eben Winslow Fiske.

The following men have been chosen to represent the College in the intercollegiate debates with Williams and Brown March 5: Phillip Minot Chase '09, Boston; George Henry Howard '07, Craftsbury, Vt.; Arthur Bond Meservey '06, Ashland, N. H.; James Milton O'Neill '07, Canandaigua, N. Y.; Bertrand Edwin Spencer '06, Wilder, Vt.; Ralph Lauris Theiler '09, Cambridge, Mass.; alternates, Fred Hudson Hodgson '08, Methuen, Mass.; William Joseph Minsch '07, Worcester, Mass.

The College hockey team began its first season at Albany, N. Y., Saturday evening, January 20, defeating Williams 4 to 2. Though the contest was close enough to be interesting, the work of both elevens was crude. Goals by Brett and Foote clinched the game for Dartmouth just before time was called. In the second game of the schedule, Dartmouth lost to Technology in the Harvard Stadium, Friday, February 8, by the score of 5 to 3. The brilliant work of Captain Miller of Technology was the feature of the game.

## ALUMNI NOTES

### ALUMNI ASSOCIATIONS

#### THE GENERAL ASSOCIATION

FOUNDED IN 1854

*President*, CHARLES A. YOUNG, '53.

*Vice-Presidents*, { SANFORD H. STEELE, '70.  
DAVID J. FOSTER, '80.  
EDWARD N. PEARSON, '81.

*Secretary*, FRANK A. SHERMAN, '70,  
Hanover, N. H.

*Statistical Secretary*, JOHN M. COMSTOCK, '77,  
Chelsea, Vt.

*Treasurer*, PERLEY R. BUGBEE, '90,  
Hanover, N. H.

#### *Executive Committee:*

———(Chairman).

ISAAC F. PAUL, '78 (*Secretary*).

GEORGE H. M. ROWE, '64.

T. W. D. WORTHEN, '72.

SAMUEL L. POWERS, '74.

W. H. GARDINER, '76.

EDWIN F. JONES, '80.

#### *Committee on Alumni Trustees:*

SAMUEL H. HUDSON, '85, (*Chairman*).

HERMON HOLT, '70.

JOHN F. THOMPSON, '82.

BENJAMIN TENNEY, '83.

CHARLES B. HAMMOND, '77.

The membership includes all graduates of the College, the Thayer School of Civil Engineering, and the Chandler School of Science and the Arts. Others who receive from the College an Honorary Degree, or are elected at an Annual Meeting, shall be honorary members, but without the right of voting.

The Annual Meeting is held on Tuesday afternoon of Commencement Week. The Alumni Dinner occurs on Wednesday, Commencement Day.

By an arrangement with the Trustees of the College, five of their number are elected to their office upon the nomination by ballot of all Alumni of the College of three years' standing,

one vacancy occurring in the Board at each Commencement.

Ballot forms, containing the names of five candidates who have been selected by the Nominating Committee for the vacancy, are sent to all Alumni two months before Commencement, and the voting closes at 6 P. M. on Tuesday evening of Commencement Week.

#### LOCAL ASSOCIATIONS

BOSTON ASSOCIATION FOUNDED IN 1864

*President*, JOHN A. AIKEN, '74.

*Secretary*, GUY W. COX, '93, 73 Tremont St.  
Annual Reunion, January 19, 1906.

NEW YORK ASSOCIATION FOUNDED IN 1866

*President*, Right Rev. ETHELBERT TALBOT, '70

*Secretary*, LUCIUS E. VARNEY, '99,  
38 Park Row.

Annual Dinner, second Tuesday in December.

CINCINNATI ASSOCIATION FOUNDED IN 1875

*President*, GEORGE GOODHUE, '76.

*Secretary*, ALBERT H. MORRILL, '97, City Hall.  
Annual Reunion in January.

WASHINGTON ASSOCIATION FOUNDED IN 1876

*President*, HORACE S. CUMMINGS, '62.

*Secretary*, HENRY P. BLAIR, '89,  
213 E. Capitol St.  
Annual Reunion in January.

CHICAGO ASSOCIATION FOUNDED IN 1876

*President*, HARRY H. HILTON, '90.

*Secretary*, KARL H. GOODWIN, '86,  
378 Wabash Ave.  
Annual Reunion, February 2, 1906.



NORTHWEST ASSOCIATION FOUNDED IN 1880

*President*, GEORGE E. PERLEY, '78.

*Secretary*, WARREN UPHAM, '71, State Capitol,  
St. Paul, Minn.

Annual Reunion in Minneapolis in  
January.

PACIFIC COAST ASSOCIATION FOUNDED IN 1881

*President*, THOMAS A. PERKINS, '90.

*Secretary*, S. C. SMITH, '97, 325 Sansome St.,  
San Francisco, Cal.

Annual Reunion, second Thursday  
in April.

MANCHESTER (N. H.) ASSOCIATION FOUNDED IN  
1881

*President*, ELIJAH M. TOPLIFF, '52.

*Secretary*, ARTHUR H. HALE, '86.

Annual Reunion, second Tuesday in  
January.

CONCORD (N. H.) ASSOCIATION FOUNDED IN  
1891

*President*, J. EASTMAN PECKER, '58.

*Secretary*, ———

Annual Reunion, last Wednesday in  
January.

CENTRAL AND WESTERN MASSACHUSETTS  
ASSOCIATION FOUNDED IN 1892

*President*, EDWARD H. TROWBRIDGE, '81.

*Secretary*, J. FRANK DRAKE, '02, Springfield.  
Annual Reunion at Worcester or at  
Springfield.

VERMONT ASSOCIATION FOUNDED IN 1893

*President*, ———

*Secretary*, FRED A. HOWLAND, '87, Montpelier.  
Annual Reunion at Montpelier in  
October.

"THE GREAT DIVIDE" ASSOCIATION FOUNDED  
IN 1895

*President*, CHARLES W. BADGLEY, '74.

*Secretary*, JOHN M. CONNELLY, '98, Rocky  
Mountain News, Denver, Colo.  
Annual Reunion at Denver, second  
Tuesday in January.

DETROIT ASSOCIATION FOUNDED IN 1895

*President*, ALFRED RUSSELL, '50.

*Secretary*, WILLIAM S. SAYRES, '76,  
163 West Willis Ave.

ROCKY MOUNTAIN ASSOCIATION FOUNDED IN  
1895

*President*, CLINTON H. MOORE, '74.

*Secretary*, ARTHUR G. LOMBARD, '79,  
Helena, Mont.

"OF THE PLAIN" ASSOCIATION FOUNDED IN  
1898

*President*, CHARLES W. POLLARD, '95.

*Secretary*, BYRON W. MATTESON, '03,  
Omaha, Neb.

CONNECTICUT ASSOCIATION FOUNDED IN 1901

*President*, ———

*Secretary*, ALBION B. WILSON, '95,  
171 High St., Hartford, Conn.

IOWA ASSOCIATION FOUNDED IN 1903

*President*, FRANK W. HODGDON, '94.

*Secretary*, EUGENE D. BURBANK, '91,  
Box 66, Des Moines, Ia.

SOUTHERN CALIFORNIA ASSOCIATION FOUNDED  
IN 1904

*President*, Rev. GEORGE A. GATES, '73.

*Secretary*, GEORGE H. BEAUDRY, '02,  
710 West 1st St., Los Angeles, Cal.

MEDICAL SCHOOL ASSOCIATION FOUNDED IN  
1886

*President*, GRANVILLE P. CONN, M.D., '56.

*Secretary*, HOWARD N. KINGSFORD, M.D., '98,  
Hanover, N. H.

Annual Reunion at Concord, N. H., at the  
time of the meeting of the New Hampshire  
Medical Society in the latter part of May.

THE DARTMOUTH CLUB OF BOSTON FOUNDED  
IN 1890

*President*, ISAAC F. PAUL, '78.

*Secretary*, HORACE G. PENDER, '97,  
209 Washington St.

Regular meetings and dinners are held each month during the year, excepting January, July, August and September. They are held at the University Club, 270 Beacon Street, or at some up-town hotel, on the evening of the second Friday of the month. The Annual Meeting is that held in December.

THE DARTMOUTH LUNCH CLUB OF WORCESTER,  
MASS., FOUNDED IN 1904

*President*, LEVI L. CONANT, '79.

*Secretary*, DANA M. DUSTAN, '80.

THE DARTMOUTH CLUB OF THE CITY OF NEW  
YORK FOUNDED IN 1899. INCORPORATED  
1904, DARTMOUTH CLUB OF NEW YORK

*President*, WILSON GODFREY, '57.

*Secretary*, LUCIUS E. VARNEY, '99,  
38 Park Row

Club Rooms, 12 West 44th Street.

Annual corporate meeting held last Thursday in March. Regular meetings and dinners held in March, June, October, and December, generally on the first Friday of these months. Club night every Thursday evening.

CLASS SECRETARIES

'45 James W. Rollins, Esq., 27 School St., Boston, Mass.

'46 Dr. J. Whitney Barstow, 1 Gramercy Park, N. Y.

'50 Dr. John Ordronaux, Roslyn, N. Y.

'52 Mr. Martin H. Fiske, Temple, N. H.

'53 Rev. Silvanus Hayward, Globe Village, Mass.

'54 Rev. S. L. B. Speare, 369 Atlantic Ave., Boston, Mass.

'55 S. R. Bond, Esq., 321 John Marshall Place, Washington, D. C.

'56 Rev. F. D. Ayer, 3739 Walnut St., Philadelphia, Penn.

'57 Dr. John H. Clark, Amherst, N. H.

'58 Rev. Samuel L. Gerould, Hollis, N. H.

'61 Hon. George A. Marden, 84 Fairmount St., Lowell, Mass.

'62 Horace S. Cummings, Esq., 1750 K St., N. W., Washington, D. C.

'63 Mr. M. C. Lamprey, Concord, N. H.

'64 Dr. John C. Webster, 946 Jackson Boulevard, Chicago, Ill.

'65 Rev. Henry I. Cushman, 26 Pitman St., Providence, R. I.

'66 Chester W. Merrill, Esq., 52 E. McMillan St., Cincinnati, Ohio.

'67 Prof. Horace Goodhue, Northfield, Minn.

'68 Prof. Charles F. Emerson, Hanover, N. H.

'69 Mr. Charles P. Chase, Hanover, N. H.

'70 Hon. John H. Hardy, Arlington, Mass.

'71 Prof. M. D. Bisbee, Hanover, N. H.

'72 Prof. Albert E. Frost, Winthrop St., Pittsburg, Penn.

'73 Rev. S. Winchester Adriance, Winchester, Mass.

'74 Dr. Charles E. Quimby, 44 West 36th St., New York, N. Y.

'75 Thomas D. Luce, Esq., Nashua, N. H.

'76 Mr. William H. Gardiner, 259 South Clinton St., Chicago, Ill.

'77 Mr. John M. Comstock, Chelsea, Vt.

'78 Mr. Walter H. Small, 42 Adelphi Ave., Providence, R. I.

'79 Mr. C. C. Davis, Winchester, N. H.

'80 Mr. Dana M. Dustan, 340 Main St., Worcester, Mass.

'81 Rev. Myron W. Adams, Atlanta University, Atlanta, Georgia.

'82 Luther B. Little, Esq., 5th Ave. Hotel, New York, N. Y.

'83 Prin. S. W. Robertson, Rochester, N. H.

'84 Dr. James P. Houston, 1180 Sheffield Ave., Chicago, Ill.

'85 Prof. H. D. Foster, Hanover, N. H.

'86 William M. Hatch, Esq., 221 Columbus Ave., Boston, Mass.

'87 Mr. Emerson Rice, Hyde Park, Mass.

'88 Rev. William B. Forbush, Madison Ave. Reformed Church, Madison Avenue and 57th St., New York, N. Y.

- '89 Mr. James C. Flagg, Hackley School, Tarrytown-on-Hudson, N. Y.  
 '90 Charles A. Perkins, Esq., Criminal Courts Bldg., New York, N. Y.  
 '91 Mr. Frank E. Rowe, 79 Milk St., Boston, Mass.  
 '92 Barron Shirley, Esq., Franklin, N. H.  
 '93 Mr. H. C. Pearson, Concord, N. H.  
 '94 Rev. Charles C. Merrill, Winchendon, Mass.  
 '95 Mr. Frank P. Dodge, Boulder, Colo.  
 '96 Carl H. Richardson, Esq., 27 School St., Boston, Mass.  
 '97 John M. Boyd, Esq., Boston University, Boston, Mass.  
 '98 Herbert W. Blake, Esq., Island Pond, Vt.  
 '99 Mr. Elmer W. Barstow, Central Grammar School, New Britain, Conn.  
 '00 Mr. Henry N. Teague, Hotel Gotham, 5th Avenue and 55th St., N. Y.  
 '01 Channing H. Cox, Esq., 433-439 Tremont Bldg., Boston, Mass.  
 '02 Mr. W. C. Hill, Journal Office, Boston, Mass.  
 '03 Mr. Jeremiah Mahoney, 10 Oxford St., Cambridge, Mass.  
 '04 Mr. H. E. Woodward, 1727 Cambridge St., Cambridge, Mass.  
 '05 Mr. Edgar Gilbert, Methuen, Mass.

## SECOND ANNUAL MEETING OF THE SECRETARIES.

The second annual meeting of the Secretaries of Classes and Alumni Organizations was held at Hanover, Friday evening and Saturday morning, February 16 and 17. The roll call showed the following representatives present:

General Alumni Association—F. A. Sherman, '70

- '53 Silvanus Hayward  
 '56 E. N. Goddard  
 '57 J. H. Clark  
 '67 C. H. Merrill  
 '68 C. F. Emerson  
 '69 C. P. Chase  
 '71 M. D. Bisbee  
 '72 T. W. D. Worthen—E. J. Bartlett  
 '73 C. F. Bradley

- '75 J. V. Hazen  
 '76 J. W. Staples  
 '77 J. M. Comstock  
 '78 W. H. Small  
 '79 C. C. Davis  
 '80 D. M. Dustan  
 '83 S. W. Robertson  
 '85 H. D. Foster  
 '86 W. M. Hatch  
 '87 F. P. Emery  
 '88 F. T. Dunlap  
 '90 C. A. Perkins  
 '91 F. E. Rowe  
 '92 Barron Shirley  
 '94 H. N. Hurd  
 '95 C. A. Holden  
 '96 C. H. Richardson  
 '97 J. M. Poor  
 '98 H. W. Blake  
 '99 E. W. Barstow  
 '00 A. P. Fairfield—H. E. Keyes  
 '01 E. M. Hopkins  
 '02 W. C. Hill  
 '03 Jeremiah Mahoney  
 '04 H. E. Woodward  
 '05 W. H. Lillard

Concord (N. H.) Association—E. K. Woodworth

Western Massachusetts Association—J. F. Drake

Connecticut Association—A. B. Wilson  
 Dartmouth Club of Western Pennsylvania—L. H. W. French.

Dartmouth Club of Worcester—D. M. Dustan.

In the absence of the President, H. W. Stevens, Esq., '75, the meeting was called to order by the Secretary. W. H. Small '78 was elected temporary chairman. A committee of three, Worthen '72, Hatch '86, and Perkins '90 were appointed to bring in nominations for the coming year. The meeting then took up the topics of the evening, according to the program.

Mr. Hopkins made a brief report on THE DARTMOUTH BI-MONTHLY showing that the magazine now had upon its list 815 paid subscribers—considerably more than had been expected for the first year.

The second address on the program was "The Football Situation Among the Colleges, and Dartmouth's Position," by Prof. Edwin J. Bartlett, chairman of the Faculty

Committee on Athletics. He said in part as follows: "When the storm of football criticism burst upon us we were greatly surprised, but nevertheless in a snug harbor. As a result it has not hurt us in the least. At the present time we have reached as nearly an ideal position in athletics as any institution that I know. This fact is due to several reasons. In the first place, we have honestly done our best in upholding the eligibility rules. Second, we have had a gentleman for a coach, in the person of Mr. Folsom, who disapproves absolutely of dirty work. On account of his policy we have been free from charges of brutality and in return have met with little mean treatment. Third, we have had an exceptional man for a trainer, Professor Bowler. He has had this year, as in past years, absolute authority over the physical condition of the men, and, as a result, we have had no serious injuries and a very small percentage of minor ones, the most serious of which have kept the men from the game only a few weeks. So far as we are concerned the game would have gone on without any protest from us." Professor Bartlett then took up in detail the history of the football conference and the changes proposed by it. He spoke of the honor to the College in the selection of E. K. Hall as a member of the football rules committee, and Mr. Hall's efficiency upon the committee. He was of the opinion that the one year residence rule—thus debarring Freshmen from participation in athletic contests,—would work a very great reform. Dartmouth at this time, however, is committed in no way to this rule, he stated.

Dean Emerson spoke next on "The Responsibility of the Class Secretaries for Records of their Classes." He said in part: "The truly successful class secretary should have a love for his work, patience, perseverance, and method. There is no man who can do more good than a secretary, for the general welfare of the College. He should know the career and record of each man in his class, for such knowledge is invaluable to the College. The needless amount of work in making out a supplement for the general catalogue attests to the urgent need of reform in this line. I

would advocate the starting of a class record as early as the freshman year in order that it may be as complete as possible."

In the absence of Mr. H. H. Hilton '90, of Chicago, a letter from him was read which outlined some ways in which the alumni can help the College. The substance of it was as follows: "Owing to the decreasing rate of interest, the scholarship fund has now an annual deficit of about \$10,000. It is my suggestion that each alumnus shall contribute, whenever possible, a sum from \$5.00 to \$100.00 for the meeting of this deficit. I would also suggest that a central committee of three be appointed to superintend the subscriptions, and to have the power of appointing sub-committees in various districts."

President Tucker then took up the plans of the administration. He spoke upon the general development of the College along three lines: The general conveniences, as heating, sewerage, the working part of the college plant, and the dormitory accommodations. "This year," he said, "has seen the installation of our own electrical plant, which is very successful and to some extent profitable. The working part of the college plant has been increased by the addition of Dartmouth Hall." Dr. Tucker then gave a general description of the building and the uses to which it will be put. He spoke of the lecture room as one of the most beautiful of its kind in northern New England. "It is to be expected that the contracts for Webster Hall will be let the last part of this month, and the building, which will be used entirely for academic purposes, will be completed a year from next Commencement. Owing to the growth of the College another dormitory must be built immediately, but the definite plans concerning its structure and site are not yet ready for publication."

Financially, the College has had a large gain growing from unusual circumstances. The greater part of the alumni subscriptions, amounting to about \$230,000, has come in; this amount including \$50,000 from Stephen M. Crosby. The College has also received several beneficencies from Mr. Amos Tuck, and several scholarships from other sources.

Emphasis along the educational lines of the College is constantly changing. At one period the emphasis lay on the alumni, then on the college plant, and at the present time is on the faculty. The faculty of Dartmouth College today is a strong, compact, well organized and exceedingly efficient force. The strength of the College today lies in its faculty. Among the other great questions that confront us are the questions pertaining to the distribution of the teaching force and the stimulation of scholarship among the undergraduates. There is a great opportunity for enthusiasm for scholarship today and it is the policy of the administration to make the master's degree an objective point in this regard." At the conclusion of Dr. Tucker's address the meeting was adjourned until Saturday morning.

The session of Saturday morning was called to order at ten o'clock and the report of the committee on nomination of officers heard and accepted. Walter H. Small '78, Superintendent of schools at Providence, R. I., was elected president for the coming year, and Ernest M. Hopkins '01 was reelected secretary.

The first matter taken up was the athletic situation, and this led to a most profitable discussion of the whole eligibility question.

Mr. Shirley '92 spoke in opposition to having the contemplated rule of one year residence apply to track athletics and baseball. Mr. Shirley spoke also very strongly in favor of summer baseball. He said, "A student should be allowed to play on the baseball team provided he is in regular standing in the College, and the matter of his having played baseball for money should not be allowed to enter into the question." S. W. Robertson '83 spoke also in support of Mr. Shirley's position, as did W. H. Small '78 and J. W. Staples '76. C. A. Perkins '90 was opposed to such a measure, and thought that Dartmouth would be lowering the standard which she now has attained. The pride of Dartmouth men in the victories of Dartmouth teams lay in the fact that these were amateur teams conforming to standards as high or higher than those of their opponents. Everything else aside Dartmouth could not afford to stand alone in such a project.

Professor Bartlett spoke most strongly in defense of the athletic committee's present position. He said in part: "In any branch of athletics there must be some standard. As soon as we depart from the amateur standard and attempt to draw other distinctions we will be in a class by ourselves, for any other standard at present is impossible, is unlivable." The whole matter was threshed out to a considerable extent in a discussion in which Messrs. Perkins '90, Hopkins '01, Hatch '86, Lord '85, Robertson '83, Shirley '92, Staples '76, Rowe '91, and Lillard '05 took part.

The idea of an older alumnus of the importance of athletics was expressed by Mr. Hayward '53, who said: "What does all this discussion amount to, anyway? I believe that it would be much more valuable to teach our boys how to make mud pies in the streets. I hope and pray that at next year's conference, a discussion of Latin and Greek will generate as much interesting discussion as this nonsense has."

Professor Bartlett concluded the discussion by explaining the present standing of men on Dartmouth's teams, and the matter was dropped without any action being taken by the conference.

In explaining the financial condition of the Bi-Monthly, Secretary Hopkins said that within three years it was expected that it would be self-supporting and would cover any deficit incurred up to that time, if the present interest in it could be maintained among the alumni.

Under the discussion of the responsibilities of the class secretaries, D. M. Dustan '80 proposed that the names of the class secretaries be placed in the annual catalogue,—a suggestion which was accepted by President Tucker.

The conference then took up Mr. Hilton's plan, and adopted the following resolution with the vote that it be presented to the alumni at the annual meeting in June, by the officers of the Secretaries' Association.

*Resolved*, That the Association of Secretaries of Dartmouth College endorses the plan, proposed by H. H. Hilton '90, for raising annual funds from the alumni for purposes of reducing the deficiency in income now available for scholarships and the establishing of an adequate scholarship

fund, and for the needs of instruction; and be it further

*Resolved.* That the proposition be submitted to the alumni at the annual meeting in June for final action, with data concerning the success of similar plans at other institutions.

Mr. Shirley '92 moved "that the conference extend its heartfelt thanks for the gracious welcome of the College to her home-coming children." The motion was carried by a rising vote.

President Tucker then rose and said:

"The gratitude of the secretaries toward the College is more than returned by the feeling of the College toward the secretaries. In the last year there has been nothing more inspiring than our recollection of the first annual conference. It was a distinct reidentification of the alumni with the College. We now, as never before, have the promise of the actual working unity which we all desire. We are not expected to analyze our college spirit, but we are expected to give it substantial form and expressive force. The outside of Dartmouth Hall is the same as before; the interior is changed; the spirit is permanent."

Final adjournment was made as the bell in the new hall rang the hour of twelve.

#### DINNER OF THE CONNECTICUT ASSOCIATION.

*Secretary, A. B. Wilson, 36 Mahl Ave., Hartford, Connecticut.*

The Dartmouth Alumni Association of Connecticut held its fifth annual dinner at the Hartford Club the evening of January 19, with Principal John R. Perkins of the State Normal School at Danbury as toastmaster. The gathering was not of the sort which suggests the interior of a congregate dining hall in some large institution, where 400 or 500 graduates meet, each one wondering who his neighbor is, but was a sort of a comfortable family reunion, where every man knew every other one and felt free to speak without an introduction. About thirty graduates were present, being twenty-eight more than attended the first

meeting five years ago. Preceding the dinner a business meeting was held at which a proposition from the Western Massachusetts Dartmouth Alumni Association for the merging of the two was discussed and action indefinitely postponed. Officers were elected as follows:

President, Daniel E. Bradley, Berlin; vice presidents, J. R. Perkins, Danbury; Rev. Dr. Ozora S. Davis, New Britain; secretary and treasurer, Albion B. Wilson, Hartford; executive committee, Charles F. Chase, New Britain; Ned C. Wardwell, Hartford; Edward M. Stone, Hartford, C. E. Paddock, New Britain; A. H. Greenwood, Hartford.

The speakers of the evening, aside from the informal responses, were: Craven Laycock '96, The College; Prof. Robert Fletcher, Dartmouth in Engineering; Clarence E. Paddock '00, The Younger Alumni; Azel W. Hazen '63, Some Former Dartmouth Professors; Ozora S. Davis '89, College Culture.

Professor Laycock spoke for the College, in the absence of President Tucker, who could not attend because of the Boston dinner on the same night. He outlined the growth of the College, and went into some detail with regard to the progress of the past year or two, and concerning the outlook for the future.

Professor Robert Fletcher, Director of the Thayer School of Civil Engineering spoke for "Dartmouth in Engineering," saying that he had seen many changes in his time, as he went to Dartmouth in the early 70's, when the treasurer wrote his acknowledgement of money received with a quill pen, disdaining the use of printed forms.

Clarence E. Paddock of New Britain spoke for "The Younger Alumni," though he said that it was unnecessary as the lives of the younger men spoke for themselves and that a Dartmouth man, if given half a chance, would make good.

Rev. Dr. A. W. Hazen of Middletown spoke of "Some Former Dartmouth Professors," Professors Aiken, Packard, and Putnam being the trio. They were at the College, he said, when he entered in 1859.

Rev. Dr. O. S. Davis of New Britain



spoke on "College Culture" and said that he had reached the age when he began to be surprised to see how many things he had forgotten. The contents of certain text books looked strange to him now, but he had not forgotten the professors and teachers. Their enthusiasm made an impression on him that lasted. He thought a teacher ought not to be afraid to show some enthusiasm in his work and before his pupils. The element of personal enthusiasm which the teacher should impart to the student was of far greater importance than new buildings or modern equipment. The contact with men of the sort Dartmouth had had for professors was worth more to the student than the knowledge he acquired from the text books. The former days were not better than these, said Dr. Davis, and the future days at Dartmouth, he felt, are going to be even better than the present.

Henry R. Monteith of the Connecticut Agricultural College gave reminiscences of his life in College in the '60s. He said that he was an agnostic in the matter of athletics, but for all that he was glad the College had made a good showing in football and other sports. F. B. Munn of Winsted spoke briefly for his section of the state and told of the work of the Litchfield County University Club. The newly elected president, Daniel E. Bradley, was the last to contribute reminiscences, and the dinner closed, at Rev. Dr. Davis's suggestion, with the College yell. During the evening a telegram of greeting was sent to the Boston alumni.

#### REUNION AND DINNER OF THE WASHINGTON ASSOCIATION.

*Secretary, Henry P. Blair, Colorado Building, Washington.*

The most successful dinner of recent years of the Dartmouth Alumni Association of Washington was held at the Hotel Raleigh, Monday evening, February 5, 1906.

The guests of the evening were the President of the College, Speaker Cannon, Representative Martin of South Dakota, who hopes to send a boy to Hanover, Mr.

Ralph W. Lee, of Lehigh, Mr. Frederick D. Owen, of Oberlin, and Mr. H. H. Darneille, the Assessor of the District of Columbia.

The dinner was served at eight o'clock and after a somewhat prolonged discussion of the very excellent menu offered by the Raleigh, the speech making began.

The retiring president of the association, Horace S. Cummings, of the class of 1862, officiated as toastmaster in a very happy vein throughout the evening.

Introducing President Tucker, he referred to the long line of able men who had filled the President's chair from the days of Eleazar Wheelock, and of the great confidence of the Dartmouth alumni in the eminent fitness and ability of the present incumbent of the office to be ranked with those illustrious educators. This sentiment was greeted with great applause, and President Tucker stood several minutes while the alumni evidenced their appreciation and confidence alike for the man and the College in hearty rounds of cheers and enthusiastic greeting.

Dr. Tucker gave one of his usual admirable after-dinner speeches, weaving in in the course of his remarks the beautiful idea of pioneership in the work of Dartmouth College, outlining how, in the Charter of the College itself, were certain pioneer features now recognized as essentials in the upbuilding of the broad and well founded educational institution, but at that time generally repudiated by those who were founding such institutions, and tracing the period further down, he spoke of how Webster, the great graduate of the College, had been a pioneer in instilling into the mind of the American people the great idea of unity basic in our system of government; and how, ever since the days at the beginning of the nineteenth century, old Dartmouth had sent forth her graduates trained and developed to meet the needs and bear their share in the accomplishment and work of each day and generation, so that in the present great movement for purity in the national civic life, Dartmouth men are still to be found instilled with the ideas of the old College, doing their duty in the foreground in the pioneer movement

for a better and a greater national life.

The attention of the association was also called to the closeness of the relations between alumni and the student body of the College, and how one-half of the chosen members of the trustees were selected through the alumni representation plan, a proportion greater than in any other college or university in the country. It was also clearly suggested that such an opportunity for representation of necessity brought with it greater responsibilities and the duty of the alumnus to the old College was clearly and vividly portrayed.

Representative Tirrell '66, Representative Foster '80, Representative Martin, Philip Walker '80, and W. H. Woolverton '03, each made able response to the various toasts assigned them.

Speaker Cannon came from an annual dinner of the Illinois Delegation which he had attended earlier in the evening, and on his arrival was greeted with enthusiastic cheers. He was promptly supplied with the necessary cigar to complete his evening costume and then spoke in a bright and happy vein of the old schoolhouse on the Wabash where his earlier education had been obtained, wherein was one of the pioneer graduates of Dartmouth, whose learning and ability made him famous throughout the community and county in the early days of what was then substantially the Western limits of our country. He also indulged in some personal allusions to the Hon. William E. Chandler, now the president of the Spanish Treaty Claims Commission, who sat on his immediate right, and spoke of their long years of friendship. This led to the introduction of Mr. Chandler, upon the conclusion of Mr. Cannon's remarks.

Mr. Chandler thereupon made a very witty talk in response to the personal allusions of the speaker, and the association was treated to an informal five-minute debate full of interest and good fellowship.

Mr. Charles S. Clark, the incoming president of the association, was thereupon introduced and by his brief response to the toastmaster's kindly introduction left a pleasant state of anticipation of the good things that will come next year when he shall preside over the dinner.

The menu card was most attractively gotten up under the direction of Mr. Cummings and bound together the new and old in the life of the College, with pictures of Eleazar Wheelock, Daniel Webster, and Amos Tuck, and engravings of Old Dartmouth Hall and the Tuck School Building.

The officers for the coming year are: President, Charles S. Clark; vice presidents, Redfield Proctor '51, Henry E. Burnham '65, Chas. Q. Tirrell '66, Samuel W. McCall '74, and David J. Foster '80; secretary and treasurer, Henry P. Blair '89; chorister, James W. Cheney '70; historian, David M. Hildreth '87; executive committee, E. G. Kimball '81, A. A. Fisher '88, William J. Wallis '94, Benjamin F. Adams '97, and W. H. Woolverton '03.

#### REUNION AND DINNER OF THE BOSTON ASSOCIATION.

*Secretary, Guy W. Cox, Esq., Tremont Building, Boston.*

The forty-first annual reunion and dinner of the Association of Dartmouth Alumni in Boston and Vicinity was held at the American House, Friday evening, January 19, 1906. At the business meeting the officers elected for the ensuing year were: Samuel H. Hudson '85, president; Elisha B. Maynard '67, Arthur L. Spring '80, Webster Thayer '80, Edwin N. Pearson '81, vice presidents; George W. Estabrook '61, and Ralph S. Bartlett '89, executive committee; Guy W. Cox '93, secretary; Benjamin Tenney '93, treasurer; and Malcolm D. Barrows '91, chorister.

The guests were President Tucker, Dean Charles F. Emerson '68, Professor Charles H. Hitchcock '68, Professor John K. Lord '68, Professor Frank A. Sherman '70, Professor T. W. D. Worthen '72, Hon. Edward N. Pearsons '81, Frank S. Streeter '74, Judge Stephen M. Crosby '49, and George H. Adams '73. The oldest living graduate of the College, the Rev. J. M. Rockwood '37, was also present, together with Judge David Cross '41, Everett Boynton '45, and George A. Gordon '46.

Two hundred and thirty alumni were present. Goodfellowship reigned supreme, and the general opinion of those present was that the occasion was one of the most

enjoyable in the history of the association. The Hon. John A. Aiken '74, chief justice of the superior court, proved to be an admirable presiding officer and kept the speakers well in hand. The graduate of longest standing present was Joseph M. Rockwood '37. He received an ovation as he retired from the banquet hall just before the speaking began. Telegrams were exchanged between the association and the alumni of Connecticut, who were dining at Hartford.

Football was naturally a favorite subject in the after-dinner speeches, Chief Justice Aiken raising a great shout when he mentioned the football issue. Saneness and conservatism characterized all the utterances on this subject, President Tucker expressing the opinion of the assembly when he said: "Football at the College is safe in the hands of Professor Edwin J. Bartlett and E. K. Hall. They will modify it, and, by modifying, maintain that very noble game." The remarks of Stephen M. Crosby '49, on the subject, too, were applauded: "There has been no touch of obloquy, no criticism, no abuse of the Dartmouth eleven. Dartmouth will never be disgraced so long as its students remember the old College motto: 'Men of Dartmouth, let not the old traditions fail.'"

President Tucker opened his address by announcing that on February 17, two years since the burning of Dartmouth Hall, the new structure would be occupied. Speaking of the development of the College, he said:

"The movement of the College, its growth, its enlargement, and its perpetuity, today depend on the responsible direction and the responsible interest of the alumni. The support given it must be an appreciative support. The time has come when the support must be the support of the entire alumni. No longer can you pluck at the coat of a rich man and ask him to deliver. Next to this, the future of the College depends on the initiative of the faculty in educational matters. A college to entrench itself for the future must make itself a national institution. The College is going on in its inherent movement. Let no man be afraid of movement. The thing to be afraid of is stagnation. Any man who commits himself to a great move-

ment will reach a conclusion, and any college which puts itself into a movement will reach a conclusion. Do not bound the future of the College by any horizon which you may or can cast."

Justice Aiken during the evening read a little burlesque on the football situation. The game must be more open, more conservative, and more sedate, he said. Undergraduates must have nothing to do with it, and the selections will all be made by men by men of probity. He named this all-American team as representing the College, for all time: r. g., Justice Maynard; r. t., Prof. Lord; r. e., Webster Thayer; l. g., T. W. Proctor; l. t., ex-Cong. Powers; l. e., F. S. Streeter; r. h. b., L. G. Farmer; l. h. b., I. W. Drew; f. b., I. F. Paul; q. b., David Cross '41; captain and center rush, Gen. Bartlett.

The team was unanimously approved and the captain-elect called upon for a speech.

"With that eleven," Gen. Bartlett said, "we want no changes in the rules. We object to any change that will prevent scrapping."

Speaking of his recent campaign experiences, Gen. Bartlett said he did not see how he was licked, for he was told he had the unflinching support of the Dartmouth men, the railroad men, and the policemen, and he was puzzled how the scattered vote of his opponents ever defeated him.

#### REUNION AND BANQUET OF THE NORTHWEST ALUMNI ASSO- CIATION.

*Secretary, Warren Upham, State Capitol, St. Paul, Minn.*

The twenty-second annual reunion and banquet of the Dartmouth Alumni Association of the Northwest was held at the Hotel Ryan, St. Paul, Minn., on Friday evening, December 29, 1905. This date, a month or more earlier than usual, was chosen that alumni attending the meeting of the Minnesota Educational Association, which took place in St. Paul during the preceding three days, might conveniently be present.

There was an informal reception in the hotel parlors from 6.30 to 7.15, followed by

a short business meeting; and the dinner was served at 7.30. In the absence of the president, the Hon. George E. Perley '78, of Moorhead, Minn., who was prevented from coming by temporary illness, Vice President John H. Niles of Anoka, Minn., presided. Twenty-nine members of the association were present, a somewhat larger number than at the last preceding reunion. The guests were: Governor John A. Johnson and Chief Justice Charles M. Start, of Minnesota, and the Hon. Charles A. Prouty '75, of the Interstate Commerce Commission, Washington, D. C.

Governor Johnson spoke briefly of the work and influence of Dartmouth men in Minnesota, and noted the great attractions and rapid development of this state.

Chief Justice Start, whose early home was in northern Vermont, coming to Minnesota in 1863, spoke of the growth of Dartmouth College, its wide representation by its alumni in New England and throughout the Union, and referred to the famous defence of the College by Daniel Webster at the most trying period of its history.

Judge Allen P. Weld '59, of River Falls, Wis., who has been present at nearly every meeting of this association since its organization in 1880, gave a short address on "The Civic Responsibility of the Educated."

Mr. Prouty related very entertainingly some of his reminiscences of Dartmouth in the years 1871 to '75, and afterward, under the theme "Modern Problems," which had been assigned to him, discussed various questions associated with the work of the Interstate Commerce Commission. He doubted the efficiency of legislation to correct adequately the evils of corporate monopoly and greed, although large beneficial results are attainable under the patriotic administration of such a president as Theodore Roosevelt. The most important and radical remedy is to be found in the inculcation of more sound views of life in the youth of the country. Old-fashioned honesty, and the duty to others expressed by the Golden Rule, should be given supremacy in all personal and public relations; and we hopefully expect, said Mr. Prouty, that the colleges and alumni associations

will take the lead for bringing the better times which these principles must inaugurate.

This Association of the Northwest now numbers 107 members, of whom 21 reside in St. Paul, 28 in Minneapolis, 29 in other parts of Minnesota, 4 in western Wisconsin, 14 in North Dakota, and 11 in South Dakota.

The officers elected for this year are Joseph F. Moore '83, of Minneapolis, president; Clarence B. Little '81, of Bismarck N. D., Dr. Horace Newhart '95, of Minneapolis, and George Hoke '03, of St. Paul, vice presidents; Warren Upham '71 of St. Paul, secretary; Albert A. Abbott '71 of Minneapolis, treasurer; Edward P. Sanborn '76, of St. Paul, Charles L. Sawyer '88, of Minneapolis, and Albert P. Warren '74, of St. Paul, executive committee.

St. Paul and Minneapolis are alternately the places of meeting of the association, so that the next reunion will be in Minneapolis, at such date, probably in January or February, 1907, as may be found most practicable for President Tucker in a tour to visit this and other western Dartmouth alumni associations.

#### THE NEW DARTMOUTH CLUB IN PITTSBURG.

*Secretary, L. H. W. French, 6007 Center Avenue, Pittsburg.*

As a result of efforts put forth during the last two months by Dartmouth men in Pittsburg, twenty-five enthusiastic alumni gathered at the Fort Pitt Hotel, Pittsburg, on Saturday evening, February 3, 1906, for the purpose of forming a permanent organization.

A constitution was submitted and unanimously adopted.

The following permanent officers were elected for the ensuing year: President, Judge A. V. Barker '72, Ebensburg, Pa.; first vice president, W. G. Carr '84; second vice president, Professor A. E. Frost '72; secretary and treasurer, L. H. W. French '88; executive committee, the above officers *ex-officio*, and W. R. Jarvis '93, John Wood '99, J. W. Knapp '86, James Conlon.

An important and remarkable fact, in connection with this gathering, is that every one present occupies a prominent and responsible position in his respective field.

It was a typical gathering of typical Dartmouth men, whose earnest determination to give Dartmouth its proper position in the minds of all within the region covered by the Club, who may be interested in college affairs, should result in turning the attention of many to Dartmouth who now can see nothing but Yale or Princeton.

After the business meeting, the banquet was held in the private dining room of the Fort Pitt, which was elaborately decorated with potted plants and cut flowers; and the College colors were in evidence on every hand.

Judge A. V. Barker, President of the Club, acted as toastmaster and the following toasts were responded to:

W. G. Carr '84,

*"Alma Mater;"*

A. E. Frost '72,

*"The Dartmouth That We Knew;"*

L. H. W. French '88,

*"Let Not the Old Traditions Fail;"*

J. W. Knapp '86, *"The Dartmouth Co-Eds;"*

R. P. Balph '05,

*"Our Future."*

Each address was replete with humorous and serious thoughts, appropriate to the occasion, and characterized by the genuine Dartmouth spirit. It was the unanimous opinion of those present that none of them had ever attended a more enthusiastic or successful gathering of Dartmouth men.

Among those present in addition to the ones named above were: L. O. Livingston '58, George R. Harlow '78, George F. Sparhawk '89, J. L. Merrill '93; and other who represented the classes from 1900 to 1905.

#### BANQUET OF THE CHICAGO ASSOCIATION.

*Secretary, Frederick V. Bennis, 259 South Clinton St.*

The annual banquet of the Dartmouth Alumni Association of Chicago was held at the University Club in that city, Friday evening, February 2. In point of attendance, parts of the country represented,

speaking, enthusiasm, and College spirit, the gathering exceeded anything of this nature ever held in Chicago. The President of the College, three of its trustees—President Tucker '61, Francis Brown '70 and Henry H. Hilton '90; Professor Richardson of the faculty, and the secretary, Mr. Hopkins, and representatives of the alumni associations, Boston, New York, Cincinnati, Northwest, Vermont, Detroit, and Iowa were present. The attendance, 123, was the largest in the history of the association. Great praise is due the efforts of the president of the association, Henry H. Hilton '90 and the executive committee, headed by Joseph A. Ford '95. They worked hard and long and they well may be proud of the results of their efforts. The informal reception to the President and the guests of the evening was an inspiring scene. The meeting of classmates and friends was such as to make a man prouder than ever that he was a graduate of the College. The writer enjoyed the meeting of two classmates who had not met for thirty-two years, and two in another class who had not met for thirty years. The speakers of the evening were: Henry H. Hilton '90, President of the Association; Wm. J. Tucker '61, President of the College; George H. Adams, '73, representing the Boston Association; Francis Brown '70, President of the New York Association; Wm. S. Sayers '76, representing the Detroit Association; John D. Pope '82, representing the Chicago graduates; Professor Charles F. Richardson '71, representing the Faculty. Joseph A. Ford '95 was the toastmaster. During the intervals of speaking, and during the dinner, enthusiasm and College spirit were very much in evidence as shown by the College cheering, yells and songs. The reception of the various speakers was very cordial, but the enthusiasm and good-will shown to President Tucker and Professor Richardson were especially marked and noticeable. The main thought running through the theme of all the speakers was the pioneer work of Dartmouth graduates, especially in educational lines, in the middle West.

The following officers were elected for the coming year:



President, James P. Houston '84; vice presidents, Charles W. French '79, Joseph A. Ford '95; executive committee, Chancellor L. Jenks '86, Tallmadge Hamilton '96, David E. Bradley '03; secretary and treasurer, Frederick V. Bennis '98; statistical secretary, William H. Gardiner '76.

WM. H. GARDINER.

#### MEETING OF THE THAYER SOCIETY OF ENGINEERS.

*Secretary, Charles H. Nichols, 35 West 36th St., New York City.*

The second annual meeting of the Thayer Society of Engineers of Dartmouth College was held in New York at the rooms of the Dartmouth Club, 12 West 44th St., on the evening of January 16. Members began to assemble about 6.30 and 33 were in attendance altogether. After a social half-hour dinner was announced. President J. J. Hopper '85 presided at table, as at all the later deliberations. The dinner was followed by immediate adjournment to the club meeting-room. After a meeting of the executive committee the report of the secretary and treasurer showed that more than \$1200 had been raised "to further the interests of the Thayer School." This, and the promoting of social intercourse and furthering the interests of its members, are the chief objects of the society. Through the efforts of the executive committee and Professor A. W. French of the advisory board, this generous response to the presentation of the needs of the school had been made on the basis of annual pledges to assist in meeting pressing needs of the school, due to decreasing rates of interest on the principal fund.

The society listened to reports from the executive committee, and the president, from the secretary, and from the treasurer.

The election of officers for the ensuing year, by ballot, then followed. Nearly all of the officers of the previous year were re-elected.

Professor Fletcher, the Director of the Thayer School, then made a short address, setting forth briefly the present condition of

the funds, the necessary expenses, and the amount of income. It appeared that the amount raised during the past year would suffice to avert a threatened deficit and enable the management to provide the instruction on the present scale of operations. But there is pressing need of a larger endowment; and an addition of \$50,000 to the fund would permit the much needed increase in the force of instruction. The increase in size of the classes makes it more difficult to maintain the fundamental and peculiar feature of the school—close and constant personal contact between instructors and students. More clerical assistance is necessary also. Words of hearty appreciation were spoken for the loyal interest and support of Thayer School men. In presenting to the society a small portrait of Gen. Sylvanus Thayer, the founder, copied by photography from the fine painting in the College gallery, the Director gave some personal recollections and anecdotes of the General. The Director also gave to each member of the society present a copy of the topographical map of Hanover recently published. This shows the present expansion of the College, and, in contrast, the village fifty years ago, with directory and varied information. A copy was also presented to the society, to be framed, with a border consisting of 22 card photographs of scenes and persons related to Hanover and the Thayer School. The society was also informed that an annex to the building has been begun. At present this is simply an extension of the basement, comprising a coal pocket on the north side and a work-room for concrete mixing, etc. The walls (about 85 lineal feet) were built of reinforced concrete, largely by the voluntary labor of both classes of students. Part of these are planned as part of the substructure of a much-needed one-story ell which would cost less than \$2000, and would relieve the congestion in the present building; but funds for this are not yet available. Allusion was made to the interesting correspondence received from the widely scattered alumni.

Appropriate remarks were then made by Mr. J. P. Snow '75, bridge engineer of the



B. & M. railway, one of the overseers of the school. Also by Professor J. V. Hazen '76, under whose instruction classes of engineering and scientific students have sat during twenty-eight years. Professor A. W. French '92, now of the Worcester Polytechnic Institute, also spoke in relation to the aims of the society and the work of the school. Attention was called to the fact that the cost of the education per student is remarkably low, and that the efficiency, reckoned on the basis of what the student receives for his moderate tuition fee, is very high—perhaps hardly excelled elsewhere. At the same time present demands and advances are such that the efficiency is impaired for lack of a few more facilities

and a larger personnel on the board of instruction.

It was evident that one purpose of the organization was fully realized in the social enjoyment of the attending members. Three of the older Chandler School graduates, prominent in engineering circles, were present and contributed their share of reminiscences and anecdotes. One of '57, C. S. D., once prominent in business circles of Brooklyn, a father of the Dartmouth Club, lent his presence to the occasion. Reluctant partings were made towards midnight and the general sentiment was that the second annual meeting had given another demonstration of the wisdom of the formation of the Thayer Society.

ROBERT FLETCHER.



# Dartmouth College

Founded in 1769

Admission to the Freshman class is gained either by examination or by certificate. Candidates are allowed to take a preliminary examination one year before their matriculation. In place of examinations, certificates will be received from preparatory schools which hold the certificate privilege. No school will be approved that has not an established regular and thorough course of preparation for College. All schools which desire to be placed on the list of "approved schools" should send to the Dean of the Faculty for a printed form of application, containing the conditions for the approval of a school and the requirements which must be met. No certificate will be accepted from a private tutor or instructor. Correspondence concerning these subjects, and requests for catalogues should be addressed to

CHARLES F. EMERSON, Dean.

Correspondence concerning rooms should be addressed to

HOWARD M. THIBBETTS, Registrar.

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## The Associated Schools Are:

### The Amos Tuck School of Administration and Finance

#### A Graduate School Offering Two Years of Special Preparation For Business Careers.

Students of three years' undergraduate standing admitted to the work of the first year, which leads to the bachelor's degree. The work of this year lays a foundation for the specialized work of the second year.

Students with the bachelor's degree admitted to the work of the second year, which leads to the degree Master of Commercial Science. Courses in Accounting and Auditing, Business Procedure, Modern Language, Banking, Brokerage, and Investments; Transportation, especially Railroad Service, Insurance, Commerce, General Business. Preparation also offered for Journalism and for teaching commercial subjects.

HARLOW S. PERSON, Secretary.

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## The Thayer School of Civil Engineering

Established 1871. Offers a general course of study and practice in Civil Engineering, so developed as to include the essential principles of all important branches. Small classes allow close contact with instructors constantly. Essentially two years of professional preparation including the final year in college for the B.S. degree and a year of advanced work, earning the degree of Civil Engineer. For copy of the Annual giving addresses and positions of its graduates, etc., or other information, application should be made to

ROBERT FLETCHER, Director.

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## The Medical School

Established in 1797. Students in Dartmouth College may elect the work of the first year in the Medical School at the end of Junior year and earn the two degrees in seven years.

The course covers four years of lectures, clinics, laboratory and recitation work.

Full laboratory facilities are offered both in the elementary and practical branches. Quiet surroundings and personal instruction and supervision by the Faculty favor individual work and thorough preparation in the fundamentals by each student.

WILLIAM T. SMITH, Dean.